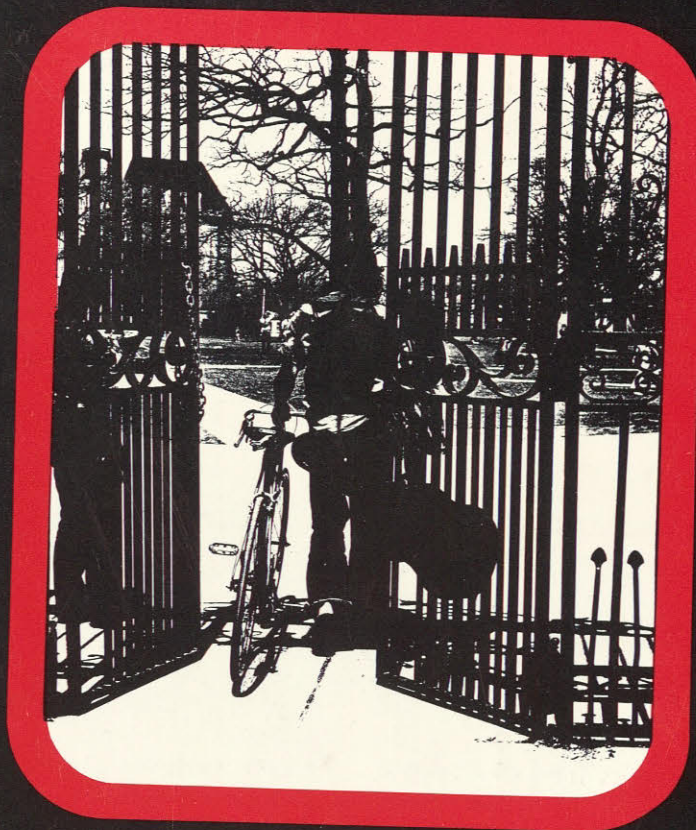
Bulletin
1974-1975



Lake Forest College

Lake Forest, Illinois

Lake Forest College Calendar

1974-75

FALL TERM

September 8	New Students arrive
September 10-11	Registration
September 12	Classes begin
October 23	Mid-term grade reports for freshmen due
November 28-29	Thanksgiving recess
December 5	Classes end
December 6	Reading Day
December 9-11	Final Examinations
December 12-January 5	Christmas recess

WINTER TERM

January 6	Classes begin
January 29*	January courses end
January 30	February courses begin
February 21	Reading day for seven week courses
February 24**	February courses end
February 24	Final examinations for seven week courses
February 25-March 2	Winter recess

SPRING TERM

March 3	Classes begin
April 14	Mid-term grade reports for freshmen due
April 12-20	Spring recess
May 29	Classes end
May 30	Reading day
June 2-4	Final examinations
June 7	Commencement

*If a final examination is given it must be administered on January 29 and the previous day must be used as a reading period.

**If a final examination is given it must be administered on February 24, and the weekend preceding is considered the reading period.

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Lake Forest College

Bulletin for 1974-1975

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Drawings by Hugh McMahon, Lake Forest

Lake Forest College - A Resume'

Lake Forest College is a four-year liberal arts college of 1,100 students. It is independently-governed, co-educational, and fully-accredited.

The College's 107-acre campus is in the community of Lake Forest (pop. 16,000) on Chicago's North Shore — about a mile west of Lake Michigan, about 32 miles north of the city.

The College itself is a community. It is a collection of people and ideas brought together by choice and circumstance to investigate and evaluate human experience and knowledge. It is a changing community — one teaching in new ways, making new academic combinations, keeping communication systems open between students and faculty, between faculty and administration, between administration and students. And between ideas themselves.

There are guidelines, though — that the faculty assemble all the resources of mind and material to teach imaginatively; that the students ask pertinent and impertinent questions, believe in discovery, stay fresh in thinking about things, values, people; that the administration insure the health and quality of the institution against all odds.

Off Campus

Downtown Lake Forest is a mile west of the campus; so is the Chicago and North Western Railway which leads south to Chicago and points beyond. O'Hare Field, the world's busiest airport, is 25 miles southwest of the campus via the Tri-State Tollway. U.S. 41 is the express way, Sheridan Rd., the scenic way to drive to Chicago and the intellectual, cultural, and educational resources of the nation's third largest city — its business and libraries, its galleries and museums, its sports, recreation, entertainment, and shopping facilities.

The University of Chicago, Northwestern University, the Art Institute, and Barat College are neighboring institutions of higher education. Their libraries, together with the Chicago Public library and the Newberry library, combine with the Lake Forest College libraries to provide the scholarly materials needed by faculty and students pursuing programs of independent study and research.

The College's Student Cultural Activities Board, in conjunction with the Office of the Dean of the College, secures for students inexpensive or complimentary tickets to concerts and exhibits off campus and provides for low-cost transportation to and from the city. The Chicago Symphony Orchestra, the Lyric Opera, Ravinia Park, the Goodman Theatre, the Art

Institute, and the Museum of Contemporary Art are but a few of the many cultural organizations that make Chicago a national center for music and art. Students have the opportunity through some course work to use Chicago's Museum of Science and Industry, Field Museum of Natural History, Adler Planetarium, Shedd Aquarium, and Argonne National Laboratory.

On Campus

Deep ravines divide the wooded campus into three areas. North Campus includes Durand Institute, a classroom building, and several residence halls. Middle Campus houses Durand Commons, Donnelley Library, the administration building, College Hall, and most of the classrooms and laboratories. South Campus is primarily residential, though it includes the Sports-Health Center and the indoor ice hockey rink. The campus is populated by a total of fifty-five buildings valued at nearly $15 million.

•THE LIBRARIES: The College's library collections and activities are housed in the Donnelley Library, built in 1965, and in the Thomas O. Freeman Memorial (Science) Library, built in 1961. The modern and well-equipped facilities now house some 150,000 volumes of books, periodicals, and government documents. Approximately 900 periodicals and newspapers currently are received; there are 4,000 reels of microfilm, 14,000 other microforms, and thousands of pamphlets, maps, records, and tapes. A collection of old and rare books includes the theater materials amassed by Garrett Leverton, the humanities library given by Mrs. Alfred Hamill, and the library of Scotiana donated by R. Douglas Stuart. The College's holdings are complemented nicely by the Lake Forest (Public) library and by the Barat College library (both within walking distance and having over 120,000 volumes between them). A state-supported inter-library loan network for undergraduates is available, along with other photocopy, reference, and admission arrangements with the many great Chicago libraries.

•JOHNSON SCIENCE: The three-building Ernest A. Johnson Memorial Science Center, completed in 1962, houses the departments of biology, chemistry, physics, and psychology, and the Freeman Science Library. The Center is equipped with modern laboratory and research facilities, including a special laboratory for research and experimentation in holography, the new science of laser-beam photography.

•COMPUTER SERVICES CENTER: The backbone of the College's flourishing computer facility is a recently purchased Digital Equipment Corporation PDP 11/40 with peripheral equipment including magnetic tape and disk storage, card reader, and printer — all located in College Hall on Middle Campus. This time-sharing system currently runs nine terminals

located throughout the campus and available for general and student use almost 24 hours a day. The Center, which services nearly every academic and administrative area of the College, is staffed by full-time as well as student employees.

•SPORTS-HEALTH CENTER: The College's Sports-Health Center, opened in 1968, boasts a range of athletic facilities, including a basketball floor, swimming pool, handball and squash courts, gymnastics, weights, and exercise rooms, wrestling room, locker services for both men and women, athletic staff and offices, and health service quarters. An indoor hockey arena, four tennis courts, Farwell Field (football), a baseball diamond, soccer field, and practice areas are close by.

History

Originally chartered as Lind University by the State of Illinois, February 13, 1857, and shortly thereafter named Lake Forest University, the institution in 1876 became one of the first in the nation to open its doors coeducationally. Eighty-nine years later, in September, 1965, Lake Forest University became Lake Forest College.

The College continues to be related to the Presbyterian Church in the United States of America and is independently governed by an elected Board of Trustees.

Academic Climate

Fully accredited by the North Central Association of Colleges and Secondary Schools, Lake Forest College holds membership in the leading educational associations and provides basic preparation for graduate and professional schools. The Lake Forest chapter of Phi Beta Kappa is Theta of Illinois.

At Lake Forest the lecture, the discussion, the seminar, the colloquium, the tutorial, the independent study project, the off-campus work/study internship, all are used in the teaching program. The faculty is deeply committed to offering the best teaching that is within them. An informal, yet demanding association exists between the student and the professor.

The Faculty

The Lake Forest faculty is distinguished by any criteria. More than 75 percent of the College's 83 full-time faculty hold Ph.D. degrees. They have published, too, more than 50 books and 280 articles. They have earned more than $1.6 million in research grants since 1966. They have been recognized as outstanding educators nationally — as Phi Beta Kappa, Woodrow Wilson scholars, in periodicals such as "Who's Who."

More pertinent than these facts is another — Lake Forest faculty members like teaching on the undergraduate level. As persons and as teachers, they believe they can serve best in a smaller, liberal arts college. In the first place, they do teach. There is no back-up pool of graduate assistants. There are no arbitrary restrictions that consign freshmen to one set of professors, upperclassmen to another.

Smaller class size is important, too. Student/faculty ratio is 13:1, a happy condition that permits easy informality and flexibility in both content and teaching form. Students participate in a natural way in the give and take of discussion and the interchange of opinion. The opportunity to take part, to be heard, is a valued part of the liberal arts at Lake Forest.

The Students

The College seeks a diverse student body (about 1,100 students) and cherishes its tradition of bringing together from all sections of the United States a democratic community of students and scholars. Lake Forest's students fall into no distinct type or category. More than forty states and twenty foreign countries are represented in the student body. Last year, 48 percent of the freshman class had graduated from public schools, while 52 percent entered Lake Forest from independent schools.

But the diversity of the College community is more than the geographic and previous educational background of its students. A student at Lake Forest is accepted for what he is, not for who he is. Students from the entire socio-economic spectrum of American society are members of the College. All have an equal opportunity to enjoy the richness of the educational program.

The Academic Program

Lake Forest College deliberately and decisively has opened its curriculum to an imaginative concept about what education really means and what it should do.

There are no specific distributional requirements. As a freshman, a student may map a pattern of study, though individual departments decide what courses are required of their majors. The College expects, however, that students compile a minimum of 32 courses for graduation with the B.A. degree.

The reasons for this concept are simple. No two individuals have the same educational requirements or ambitions. No two individuals have the same academic strengths or weaknesses. No two individuals have identical capacity, motivation, or preparation. Each needs from a college education something distinctly personal.

Lake Forest's curriculum recognizes another fact, one that educators have known all along: No area of learning is independent. Ideas, societies, technical and creative developments occur side by side in a culture — not one at a time in isolation, not vertically in time, but horizontally, and their interaction is the chief stimulant of education. It prevents ideas from becoming merely facts. It makes understanding more difficult but immensely more valuable.

This is the curricular philosophy at Lake Forest. The academic environment is for those students who have goals in mind or for those who have just the mind for goals. Students can choose courses that

particularly apply to their goals or can choose courses which interest them for some other reason. They can cross departmental lines, combining courses to give them new skills or to capitalize on those they have already — create their own interdepartmental major or select from nine already designed by the College and coordinated by individual faculty committees. Of course, students at Lake Forest also have the option to select a traditional program of study, building majors in one or more of sixteen departmental fields. And with special faculty acting as advisors, students may plot pre-professional directions in medicine, law, business, and education.

Academic Advisement

Every student plans a program of study with the assistance of a faculty adviser. While the decisions are the student's, the adviser helps to arrange a program best designed to the student's advantage.

During the summer prior to the freshman year, the student develops his or her academic program for the fall from carefully detailed information sent from the College.

Before arriving on campus, each freshman student is assigned a faculty adviser. During the year the student may select a different adviser from among the available members of the teaching faculty. Toward the end of the freshman year the student is asked to make at least a tentative selection of an academic major or field of concentration. This choice is not binding since the general academic program has considerable flexibility, but a change of major after the beginning of the junior year may require additional time to meet all of the requirements of the new major. When selecting a major or field of concentration, the student may choose an adviser from among the teaching faculty of the major department or appropriate interdisciplinary committee.

Pre-professional Preparation

The College provides special advising for those students interested in pursuing professional work in four areas: Education, business, law, and medicine.

EDUCATION: Lake Forest College prepares students for careers in teaching. Courses leading to the Standard Certificate in both elementary (K-9) and secondary (6-12) education are offered. Although there is no education major, teacher candidates interested in early childhood, special, or elementary education are encouraged to elect an interdisciplinary concentration in psychology and education as well as to meet the general education requirements outlined by the State Certification Board. Students especially interested in junior high and high school age students are

encouraged to elect courses in psychology and education suitable to their age-level interests as well as to fulfill general education requirements and to major in the academic area in which they hope to teach. Students particularly interested in urban education may plan an interdisciplinary concentration in Urban Studies and Education.

Two new areas of interdisciplinary concentration are being developed in conjunction with the Standard Certification Program: concentration on affective/humanistic education; concentration on development in the middle years of childhood.

Those interested in the field of special education, which requires double certification, are advised to earn their standard teaching certificate as an undergraduate and to follow this with a graduate program in their field of interest which includes special education certification.

All students interested in teaching as a career have the opportunity to plan individualized programs with the help of their advisors and the head of the education department.

BUSINESS: There is no prescribed undergraduate major or curriculum to prepare a student for graduate study in business. Most graduate schools are interested more in the overall quality of the student's work than in specific courses taken, although prior work in economics, mathematics, computer science and the behavioral sciences does have particular relevance for most M.B.A. programs. A variety of graduate business formats is offered; the typical program will include three areas: a core, a concentration, and a series of electives. Increasingly, graduate schools of business are providing combined business and law programs, health and hospital administration, public administration, and urban regional planning programs. Pre-business advising at Lake Forest College is provided in the Office of the Chairman of the Economics Department. Early in the Fall term, a meeting of all students interested in pursuing graduate work in business is scheduled. Subsequently, advising of individual students will be provided and descriptive graduate business school material made available.

LAW: The Dean of the College, an attorney by training, serves as pre-law adviser to Lake Forest College students interested in pursuing a law degree. The pre-law advising program, through close personal attention and advice, helps students decide on whether a legal career is the best profession for them. The Dean offers advice about applying to law schools and on the range of law schools to which each student should apply. There is no specific pre-law pattern of course work at Lake Forest College; rather the basic four-year course of study is appropriate undergraduate training for future lawyers.

MEDICINE: Counseling for careers in medicine, dentistry, or veterinary medicine is provided by the Chairmen of those departments in which interested students will usually elect to major — biology, chemistry, or physics. A former member of the faculty, Miss Eula Powers, who is now a medical school student, serves as a special consultant; she may be contacted through the office of the Dean of the College. There is no standard pre-medical curriculum at Lake Forest College, and a student intent on preparing for medical school may major in any academic area if he or she carries the necessary science courses to insure adequate preparation for favorable consideration by the schools of the student's choice. Each pattern of study is tailored to the needs of the individual student and the requirements of the individual medical school. Generally, requirements include a minimum of two courses in biology, two courses in physics, and four courses in chemistry. Additional work in these departments and in mathematics, the humanities, and the social and behavioral sciences may be required. A student who declares intentions of a career in medicine will be assigned an adviser from the natural science faculty. An interdisciplinary major in the Health Sciences is available upon application to and acceptance by that interdisciplinary committee.

Credit By Examination

If a student feels able to meet the requirements of a regular course without attendance at class meetings, he or she may request permission to pass the course by examination. The student must have the consent of the instructor and the approval of the Dean of the Faculty, and the instructor may make requirements in addition to the examination when these seem appropriate for a course. If a student audits a course, this privilege is not available in that course.

Advanced Placement

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of "3", "4" or "5" on the examinations entitle students to credit. Grades of "1" and "2" do not entitle students to credit.

Calendar

Course work at Lake Forest College is scheduled into a calendar which is 3-2-3. The format provides two twelve-week periods of three courses each, one seven-week period of two courses. The seven-week middle, or winter term, may be used for concentrated study of two subjects

consecutively for three-and-a-half weeks each, or two subjects concurrently for the full seven-week period. Under the 3-2-3 plan, students may take advantage of off-campus programs such as internships with nearby businesses, extended field trips, or course work at other colleges or universities.

Requirements for Graduation

A total of thirty-two courses is required for graduation. Of these at least eight, but not more than fifteen, must be taken in the student's major field. If a student chooses an interdisciplinary major in place of a departmental major, more than the minimum of eight may be required but the upper limit of fifteen still applies with respect to the courses within one discipline. Of the last sixteen courses, at least thirteen must be taken at Lake Forest College, and of these the last three must be completed at Lake Forest College unless an exception is granted.

While no specific distribution of courses is required within the electives outside the major, students are urged to choose their courses carefully, keeping in mind that breadth of background as well as concentration in one field of interest is an essential ingredient of a liberal arts education. Proficiency in mathematics and foreign languages appropriate to the courses elected is necessary. All students are expected to have competence in the use of the English language and to exhibit it in all their oral and written work.

Major Study

Toward the close of the freshman year the candidate for the degree of Bachelor of Arts is asked to select a departmental major or, as an alternative, to choose an interdisciplinary major. The departmental majors offered are:

Art History
Biology
Chemistry
Economics
English
French
German
History
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Sociology and Anthropology
Spanish

The interdisciplinary majors are:

American Studies
Area Studies
Behavioral Sciences
Comparative Literature
Environmental Sciences
Health Sciences
Humanistic Inquiry
International Relations
The Robert E. Wood Institute for Local and Regional Study
Scientific Inquiry

Non-Major Study

In addition to departmental and interdisciplinary majors, the Black Studies program, the Women's Studies sequence, and courses in Western Civilization are available to interested students. These sequences, however, do not lead to a major.

Independent Study

Increasingly independent study and research under the guidance and supervision of members of the faculty is sought out by students as an avenue of investigating areas beyond the limits of the formalized course.

Qualified students may engage in independent study with the appropriate approval and within the competence and time of the faculty. A student may take no more than a total of seven independent courses, fewer in each of the established categories: tutorials, research, senior thesis, creative projects, or off-campus activities such as internships.

•TUTORIALS

A student may take a tutorial course under the supervision of a faculty member during any term after the first term of the freshman year, but no student may take more than four tutorials during his or her career at Lake Forest College, and no more than one per year.

•RESEARCH AND SENIOR THESIS

A student may undertake a research project, under the supervision of a faculty member, during the junior or senior years. The student may take one course-equivalent of research per term with a maximum of four course-equivalents during the junior and senior years. The category of "Research" will include Senior Thesis programs.

•CREATIVE PROJECTS

A student may undertake a creative project in the fine arts under the supervision of a faculty member after the first term of the freshman year. No more than four such projects may be credited toward the degree and no more than one may be undertaken in a given academic year.

•INTERNSHIPS

A department or interdisciplinary committee arranges off-campus internships for up to four course credits, one, two, or three of which may be taken in one term.

Under the new internship program, Lake Forest students work for academic credit in Chicago area businesses, social and governmental

agencies, and other area institutions during the seven-week Winter term and during the Summer term. In the past year, students worked — and studied — for Housing and Urban Development (HUD), the Better Government Association (BGA), a Chicago alderman, the cities of Lake Forest and Highland Park, Lake Forest Hospital. One student wrote for publication on work done with pottery collections at the Field Museum of Natural History in Chicago; another, working for Citizens Action Program (CAP) in Chicago, prepared a summary of a tax rebate proposal for the state legislature in Springfield.

Internships have been developed primarily under the Departments of Politics and Economics; the Department of Psychology has participated significantly in the program; the Department of Sociology and Anthropology, and Foreign Languages also are involved. Of the College's remaining eleven departments, four — Biology, Chemistry, History, and English — have had one or more internship project.

The College Scholar Program

The College Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the Program lies with the student, beginning with presentation of his or her case for admission to the Program.

In the past, College Scholars at Lake Forest have examined, among other topics, how to write and produce an opera, urban studies in the Western and Third Worlds, communication theory, psycholinguistics, the science of film, Etruscan art, religious movements in America.

In the Spring term applications are invited from students who will be juniors by the end of the Fall term of the following academic year. Admission is determined by the College Scholar Committee on the basis of:

The student's aptitude for excellent academic performance. While the student's academic record will be considered the Program is not directed exclusively toward those who have attained high scholastic achievement in their first two years of college work. In order to be admitted to the Program, however, individuals must present a clear case for potential excellent performance.

The likelihood of the student's maintaining high motivation in a program of self-directed work. This might be demonstrated by the clarity of the student's present goals, by earlier performance in self-directed activities, or by other means chosen by the student.

The probability of successful completion of the student's general study plan in the light of the goals and capacities of his or her own scholarship, of the College, and of the Scholar Program. In discussing

program with faculty, the applicant is encouraged to explore both the resources and limits of the College's departments and facilities. The Program encourages flexibility and innovation, but recognizes that departments must sometimes restrict programs on practical grounds.

The student applying prepares a general study plan, consulting with a faculty member who agrees to serve as the student's college scholar adviser. The general study plan is a crucial sample of performance for purposes of judging admission to the Program.

In the general study plan a student defines a special field of interest but this field need not correspond to existing departmental divisions. It is expected that the plan will represent an integrated program of study, not a collection of discrete units, and that it will include a variety of methodologies providing the breadth of a liberal education.

Students admitted to the program and their advisers will then derive from the general study plan a specific plan of study for the first year of participation and a tentative outline for the second. Decisions regarding the method of evaluation and the credit value of courses and projects also will be made at this time. The student is expected to pursue courses and independent study projects which contribute to the achievement of the objectives stated in the general study plan. These may include regular courses and seminars, but presumably a significant portion of a student's time will be devoted to self-directed independent study projects (including laboratory research, directed reading, tutorials, and internship projects).

Study Terms Abroad

Especially during their junior year students may live and study abroad through one of the College's Term Abroad programs. Each of these programs is limited to one academic term, is planned and directed by members of the Lake Forest College faculty. Faculty for these programs is also drawn from scholars residing in these countries. Since the classes abroad are a regular part of the academic schedule of the College, credit is given by Lake Forest College.

The term in Greece emphasizes classical civilization, the term in Florence art history, the term in West Africa political science. These three programs are conducted in English. In addition, the College has on several occasions organized an academic summer term in the U.S.S.R., emphasizing the history as well as observation and analysis of contemporary Soviet society.

Foreign language terms for students of French, German and Spanish have been offered on a regular basis in Brussels, Vienna and Madrid.

Classes available are in French, Spanish or German literature as well as in art or music history, and culture and history of the country. All such classes are offered in the language of the country. Although foreign language terms abroad will not be offered in 1974-75, they are being planned for the following year.

Cooperation with Barat College

Lake Forest College joins with nearby Barat College in offering certain programs jointly, and in coordinating offerings in some academic departments. A student at Lake Forest may, upon the approval of his or her adviser, register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted. Such registrations are made at the Office of the Registrar of Lake Forest at the usual time of registration.

Lake Forest students travel to Barat, one mile away, primarily for additional coursework in the creative arts — dance, ceramics, painting. Barat students register at Lake Forest primarily in the sciences — biology, chemistry, physics. A bus shuttle service between the two colleges operates regularly each day.

Barat College also offers lectures and cultural programs to which students of Lake Forest are invited.

Course Loads

In the Fall and Spring terms the normal load is three courses, although a student may take a fourth course if the record indicates he or she is capable of completing an additional course satisfactorily and if the adviser agrees. In the Winter term of seven weeks, two courses constitutes a full load. These may be taken concurrently or successively. Those courses in education which are required for certification but which are not credited toward a degree, and private music lessons or choir for credit may be added to the normal course load.

Course Credits

The normal course load for one year is eight courses; credit in thirty-two courses is required for graduation. While credits are recorded by courses rather than by semester or quarter hours, each course may be regarded as the equivalent of four semester hours or six quarter hours.

Registration

Each spring students enrolled in the College register for the next academic year. New students choose their courses during the summer preceding their entrance to the College. Registration is completed on

designated registration days in September. Necessary changes in registration may be made on forms obtained in the Office of the Registrar. The original of this form must be signed by the student's adviser and may also require the approval of the Dean of the Faculty. The change is not official until the form is returned to the Registrar. A fee of $3 is charged for changes made after classes begin.

Withdrawal from a course is regarded as a change in registration and is handled in the same manner. Failure in the course will be recorded for those who do not comply with this regulation. Except in unusual circumstances and for reasons beyond control, a student may not withdraw from a course or register in a new course after the end of the first week of the term (three days for January and February courses).

Normally, students who are degree candidates are expected to register for a full program of courses unless approval is obtained in advance for a reduced load. Circumstances such as household duties, a heavy outside work load, poor health, or inadequate preparation will be considerations for which approval may be granted.

Academic Standing

A student will be classified as a sophomore if the student has completed seven courses by the beginning of the second year in college, as a junior if he or she has completed fifteen courses by the beginning of the third year, and as a senior if the student has completed twenty-four courses by the beginning of the fourth year.

The record of every student is reviewed by the faculty at the end of each term, and a student who is not making satisfactory progress toward the degree may be placed on academic probation or be dismissed from the College. A student who fails three courses in a given year is subject to dismissal.

Course Auditing

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is $100. per course. Examination for course credit will not be permitted in an audited course.

Class Attendance

Because classroom activities are intended to assist students in the learning experience, it is expected that they will attend class sessions

whenever possible. There are certain kinds of class sessions in which it is impossible to carry on the work of the class unless the student is present. For this reason each member of the faculty has the prerogative of establishing specific attendance regulations which, in the instructor's opinion, are best suited to the course.

Leaves of Absence

A student who wishes to be on leave of absence may request from the Dean of the College a leave for a minimum of one-half an academic year and a maximum of one academic year. It may be renewed on application. Academic dismissal will cancel a leave of absence already approved, and a student on leave will be allowed to return without further review of status if at the time of return he or she is in good standing according to the standards then in force. Credit to be transferred must be approved by the student's adviser and by the Registrar.

Any financial deposit or financial aid deadlines which apply to students currently enrolled apply as well to students on leaves of absence.

A student who wishes to enroll in another institution in January and/or February may apply for a program leave, as may a student who wishes to enroll during the Fall and Spring terms for one course at another institution while being fully registered at Lake Forest for that term. If approved by the student's adviser, the program will be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed and the credits transferred to Lake Forest College, the student will be reimbursed the cost of the tuition at the other institution up to the cost of tuition at Lake Forest College for the same period.

Withdrawal from the College

A student who finds it necessary to withdraw from the College must confer with the Dean of the College and file a withdrawal form. Failure in courses will be recorded for a student who does not withdraw in this manner. Rules governing refunds to students who withdraw are discussed in the section, College Expenses.

Graduation with Honors

Graduation with Honors is based upon superior performance in a senior major examination. Special Honors in Senior Thesis are awarded students whose theses, in the opinion of the examining committees, are worthy of this recognition. The names of students so honored are noted in the commencement program and their diplomas are appropriately inscribed in recognition of their outstanding scholarship.

Phi Beta Kappa

Phi Beta Kappa is a national honorary scholastic society open to men and women with superior achievement records. The Lake Forest College chapter is Theta of Illinois. Both faculty and students are members.

Prizes and Awards

Annually the College awards prizes to students who have demonstrated outstanding academic achievement in their fields. Prizes are given in English, philosophy, foreign languages, and dramatics; for excellence in the natural sciences; in Spanish; in chemistry; and for general scholarship. An award is given to the most outstanding scholar-athlete. The College also offers the Harold Bartlett Curtis Prize in Mathematics, the Sterling Price Williams Prize in psychology, the Solly A. Hartzo Award in Politics, the Gail DeHerder Prize in Creative Writing, the Scott Award in Religion, and the Richard Watson Hantke Award in History. The Edward H. Oppenheimer Memorial Prize is awarded each year to the senior man and woman judged to have contributed most to the college community. The Jacob Wardwell Edwards Prize is presented to the freshman demonstrating outstanding qualities of leadership.

Grades

The College employs an A, B, C, D, F grading system. The "A" grade is awarded for work of clearly outstanding quality. The "B" is given for superior but less than outstanding work. The "C" indicates good work. The "D" is given for work that is marginal but nevertheless passing. Courses in which a student receives a grade of "D" count toward graduation; however, the departments may require a grade of "C" or better in courses prerequisite to more advanced work. A course for which the grade of "D" is received may be repeated for the purpose of improving the grade, but not for additional credit. "F" indicates failure. Repetition of a course will not remove the original grade, but both grades will be recorded.

At Lake Forest, students may choose for each course whether to receive either "credit" only or a grade in the course, if the work is successfully completed. The choice must be made no later than the end of the first week of classes in the term, except that in the January or February terms the choice must be made no later than the third day of classes. Students who fail a course are given a grade of "F" under either choice. An incomplete, "I", is given to a student who is passing but, because of illness or some other reason beyond control, has not completed the work of the course by the end of the term. An incomplete may be given only upon the initiative of the instructor and, except when special permission is granted by the Dean of the Faculty, must be removed within

the first week of the new term in fall or winter, and within one calendar week after the close of final examinations in the Spring term.

Approved withdrawal from a course within the first four weeks of a fall or spring term will result in a grade of withdrawal, "W". Approved withdrawal after the first four weeks will result in a grade of "W", if the student is passing the course, and a grade of withdrawal failure, "WF", if not. For the Winter term, the period is two weeks for full-term courses, one week for January and February (half-term) courses.

The conditional grade of "X" permits a student who was passing a course up to the time of a final examination or paper to repeat that work when, in the opinion of the instructor, a failure on the final work was clearly inconsistent with the student's earlier performance. It is given at the discretion of the instructor and must be cleared under the same procedure as apply to the "I". If the work is satisfactorily completed, the "X" is converted to a "D"; otherwise it becomes an "F".

The warning grade of "Y" is given only to freshmen at the time of the midterm grade report when a student is barely passing a course.

Grade reports for failing, barely passing, or incomplete work are made to all freshman students at midterm. Final grade reports are mailed to students at their homes at the close of each term.

The Dean's List

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. To be selected for this honor, a student must have received during the year at least four grades of "A", six grades of "A" or "B", and no grades of "C", "D", or "F".

Courses of Instruction

BIOLOGY

Professors Giere (Chairman), Louch; Associate Professors Runge, †Weik; Assistant Professor Spiess

An undergraduate major in biology may be desirable for the potential professional biologist, medical scientist (physician, surgeon, dentist, veterinarian), and also for ancillary and paramedical persons. Course work in biology may also benefit those whose career may be interdisciplinary in nature — biochemistry, biophysics, health physics, pharmacology, physical anthropology, or psychology.

The department maintains two field areas for teaching and research in ecology. A 15-acre site in West Lake Forest is the gift of Mr. James R. Getz. "Carpenter Woods", nine acres of flood plain of the DesPlaines River, is held by the College on long-term lease from the Nature Conservancy. The department also enjoys access to the Illinois Dunes State Park and the numerous forest preserves of Northeastern Illinois,

The following courses are open to students who are not contemplating a biology major. There are no prerequisites and admission may be gained with the consent of the instructor: Biology 10, 12, 14, 21, 26, 27.

The College has a chapter of Beta Beta Beta, the undergraduate honorary society for biology students.

The minimum major requirements include eight courses in the department; also Chemistry 17, 18. The chemistry sequence may be delayed until the second year. The student interested in graduate or professional schools will be encouraged to take additional work in

† Sabbatical leave of absence, 1974-75

the department as well as in cognate sciences and mathematics. The student is not bound by any formal sequence of courses; however, the following guideline must be honored:

- if Marine Biology is taken, a and b must be taken concurrently.
- if Vertebrate Biology is taken, it is strongly recommended that both a and b be taken; 24a is prerequisite to 24b.
- a minimum of one course from each of the following two groupings: 22, 24, 27, 32, 39 and 21, 22, 25, 26, 34, 36.
- a minimum of four courses from the following: 29, 31-36, 39, 41, 45.

Able students will be encouraged to undertake a research project leading to research credit or the presentation of a senior thesis.

A grade of "C" or consent of instructor is required for all of the stated course prerequisites.

10 PLANTS FOR MAN W Mrs. Spiess

Economic and aesthetic roles plants and plant products have played in the development of man's societies. Five lectures and one field trip per week. (For non-biology majors.)

12 GENERAL GENETICS F Mr. Runge

Analysis of the basic Mendelian principles of inheritance and a consideration of the chemical nature of the gene. Perhaps of special interest to sociology, anthropology, or psychology students interested in population genetics. Three lectures, two labs per week.

14 ENVIRONMENTAL BIOLOGY S
Mr. Louch

How organisms and groups of organisms interact with their environment. Four lectures and one lab per week.

21 VASCULAR PLANTS S

Taxonomy, morphology, and ecology of the vascular plants, with special emphasis on the spring flora of Northern Illinois. The lab will include frequent field trips to the department's field study areas, forest preserves, and the Illinois Dunes State Park. Three lectures, two labs per week. Prerequisite: Consent of the instructor.

22a,b MARINE BIOLOGY W
Mr. Louch

Biology and ecology of marine organisms. The first part of the course will be spent on campus, the last half will be spent at a marine station in Florida. Courses must be taken concurrently. Prerequisite: Two biology courses and consent of instructor.

24a,b VERTEBRATE BIOLOGY FS
Mr. Giere

Includes the more traditional comparative anatomy, embryology, histology, and physiology. Fall: reproduction and early development, musculo-skeletal (locomotion), respiratory, and cardiovascular systems. Spring: energy metabolism and temperature regulation, osmoregulation, and neural and chemical coordinating mechanisms. Three lectures, two labs per week.

25 MORPHOLOGY AND PHYSIOLOGY OF VASCULAR PLANTS F
Mrs. Spiess

A discussion of the environmental factors controlling the life of a flowering plant: germination, absorption and transport of minerals, leaf development and abscission hormones, flowering, and seed formation. Three lectures, two labs per week. Prerequisite: Consent of instructor. One year of chemistry recommended.

26 AMERICAN FOREST F

Survey of major forest associations of the United States. The ecology, economic use, and analytical techniques employed in studying forest types. Frequent lab trips to forest preserves of Northeastern Illinois, and the department's field study areas. Three lectures, two labs per week. Prerequisite: Biology 12, 14 or consent of the instructor.

27 ORNITHOLOGY S Mr. Louch

Introduction to the biology of birds. Lab work will emphasize bird recognition in the field while class sessions will cover other aspects of avian biology. Four lectures, one lab per week. Prerequisite: Consent of instructor.

28 ELECTRON MICROSCOPY W
Mr. Giere

Basic concepts of electron optics as related to the design and use of the transmission electron microscope; techniques and problems of sample preparation; and observation of prepared biological samples. Prerequisite: Three courses in biology and consent of the instructor.

29 BIOCHEMISTRY W
Mr. Giere, Mr. Martin

Offered jointly with the Chemistry Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure of the enzymes responsible for the biochemical energy transfer processes. Four lectures, one lab per week. Prerequisite: Chemistry 22.

31 SPECIAL PROBLEMS IN ECOLOGY F
Mr. Louch

The ecosystem as a functional unit, with discussions of population phenomena, ecosystem structure, and energy flow through ecosystems. Problem oriented with students selecting special study topics. Three lectures, two labs per week. Prerequisites: Biology 12, 14 and Chemistry 17, 18. A background in botany and zoology is desirable. (In alternate years. Offered in 1975-76)

32 ENTOMOLOGY F Mr. Louch

The taxonomy, general biology, and importance of insects to man. Three lectures, two labs per week. Prerequisite: Biology 12 and Chemistry 17 or consent of the instructor. (In alternate years; offered in 1974-75.)

33 MICROBIAL AND MOLECULAR GENETICS W Mr. Runge

Genetics of bacteria and their viruses, and other microorganisms. Non-Mendelian systems of inheritance, genetic fine structure, transformation and transduction, sex-factors and other plasmids, the biochemical nature of the gene, and the operon concept of genetic control. Four lectures, two labs per week. Prerequisite: Biology 12 plus two other courses in biology and Chemistry 17, 18.

34 FRESHWATER ALGAE F

Investigations into the biology of freshwater algae including the cytology, reproduction, phylogeny, ecology and laboratory maintenance of representative forms. Three lectures, two labs or field trips per week. Prerequisite: Biology 12 and Chemistry 17. (Not offered 1974-75.)

35 INTEGRATIVE SYSTEMS IN BIOLOGY S Mrs. Spiess

The elaboration and integration of cells into a living system responsive to the environment. Three lectures, two labs per week. Prerequisite: Biology 12, Chemistry 17, 18, a background in general biology, or consent of the instructor.

36 EVOLUTIONARY ORIGINS OF PLANTS S Mrs. Spiess

Study of the principles of evolution with emphasis on plant origins. Four lectures per week and independent projects. Prerequisites: Biology 12, one botany course, Chemistry 17 and 18.

39 SPECIAL TOPICS IN PHYSIOLOGY W
Mr. Giere

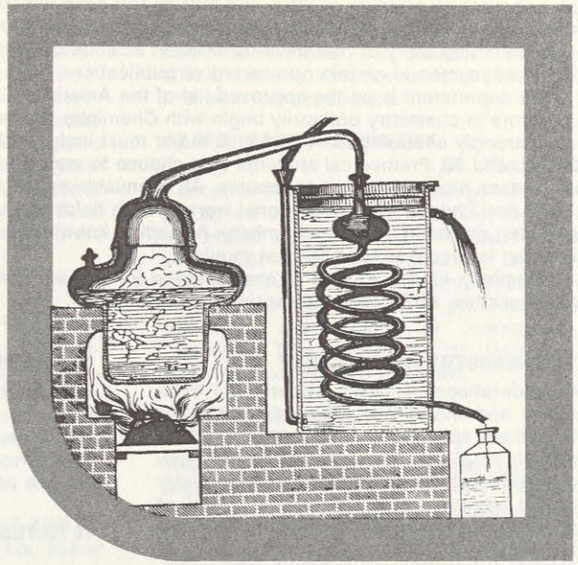
The physiology of a single organ system or of the response of several organ systems to a single insult to the organism: e.g., physiology of exercise, endocrine control of metabolism, physiology of skeletal muscle. Prerequisite: Biology 24a,b, Chemistry 17, 18 and consent of the instructor. (Not offered in 1974-75.)

41 CELL PHYSIOLOGY S Mr. Runge

Fundamental processes of plant and animal cells, emphasizing detailed physiochemical analyses of photosynthesis and respiration, protein and fat metabolism, ion transport, and the role of the nucleus and cytoplasm in cytodifferentiation. Three lectures, two labs per week. Prerequisite: Biology 29 or Chemistry 22, 23.

45 SEMINAR

Prerequisite: By invitation. (Not offered in 1974-75.)



CHEMISTRY

Professors †Coutts, Martin, (Acting Chairman); Associate Professor Thompson; Assistant Professor Long; Instructor Klingbeil; Lecturer P. Faber

The department offerings are arranged so as to meet the needs of three groups of students — those majoring in chemistry, those wishing to make use of certain aspects of chemistry for their own vocational interests, such as students planning to go into biology, physics, medicine, business, or law, and those wishing to sample chemistry at a non-specialized level to better understand certain aspects of the world around them.

No attempt is made in the sequence of chemistry courses to "cover" the chemical behavior of all known substances. Instead, emphasis is laid upon the development of broad theories which allow correlation of seemingly separate bits of knowledge into an integrated whole, and upon the application of these broad, general principles to new unstudied situations.

The chemistry major who pursues the curriculum built around these points of emphasis should acquire a mastery of the basic laws and theories dealing with the interactions of matter, and develop techniques which will allow him to engage in further study and investigations. The major from an allied field who elects to study a portion of the chemistry curriculum will achieve a greater mastery of his own subject through a broadened appreciation of the interrelationships existing within the sciences.

It is hoped that the non-science major who selects one or more of the courses designed for him (Chemistry 11-14) will acquire an appreciation of the scientific method as

†Sabbatical Leave of Absence, 1974-75

an approach to problem solving, and that he will have his curiosity sufficiently aroused with respect to things scientific that he will continue to follow intelligently the ever-unfolding story of new developments in science as they are communicated to informed laymen in certain non-technical publications.

The department is on the approved list of the American Chemical Society.

Majors in chemistry ordinarily begin with Chemistry 17; research leading to a thesis is also strongly encouraged. A minimum major must include Chemistry 17, 18, 19, 22, 23, 32, and 33. Premedical students who choose to major in chemistry often select this core of courses plus one additional course. All chemistry majors need to take Mathematics 12a,b and Physics 12a,c; additional work in both fields would be helpful for students planning graduate study in chemistry. A reading knowledge of German or Russian is recommended but not required.

Chemistry 11, 12, 13, and 14 are designed for non-science majors and have no prerequisites. All include appropriate lab experience.

11 CHEMISTRY AND SOCIETY

Considerations of some fundamental principles and theories of chemistry, together with their application to man's intellectual and physical activities and way of life. Also discussion of the contributions of chemistry to the creation and solution of some of society's technological problems. (Offered in 1975-76.)

12 ENVIRONMENTAL CHEMISTRY S
Mr. Long

Exploration of those aspects of chemistry dealing with interactions between living systems and the rest of the earth, focusing on how chemistry affects natural processes; relevant background from other sciences included.

13 THE MOLECULES OF LIFE

Introduction to structure and behavior of some organic and biologically important molecules.

14 MEN AND ENERGY

Various forms of energy, including nuclear, radiant, electrical, and heat with emphasis on chemical energy (e.g., fossil fuel, batteries, foods); includes sources, interconversions, and limitations of use.

17 ATOMS, MOLECULES, AND MATTER F Mr. Thompson

Stoichiometry; atomic and molecular structure; chemical bonding; properties and theories of gases, liquids, solutions, and solids; coordination compounds. Lab involves introductory quantitative techniques and analysis. Four class meetings, one lab per week.

18 CHEMICAL EQUILIBRIUM W Mr. Long

Fundamental equilibrium considerations of ionic and gaseous solutions; application of equilibria to qualitative analysis. Prerequisite: Chemistry 17. Four class meetings, one lab per week.

19 RATES, ENERGY, AND ANALYSIS S
Mr. Long

Basic concepts of kinetics and energetics of chemical reactions. Electrochemical and spectroscopic methods of analysis and basic methods of separation. Lab includes introductory instrumental methods. Prerequisite: Chemistry 18. Four class meetings, one lab per week.

22 STRUCTURE AND FUNCTION OF ORGANIC MOLECULES F
Mr. Martin, Mrs. Klingbeil

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; aromaticity; stereochemistry; nature of organic reactions; fundamental experimental methods and gas chromatography. Prerequisite: Chemistry 19 or consent of instructor. Four class meetings, one lab per week.

23 ORGANIC REACTIONS AND STRUCTURAL ANALYSIS S
Mr. Martin, Mrs. Klingbeil

Addition, substitution, and elimination reactions; molecular rearrangements; radical reactions; oxidations and reductions; carbohydrates, proteins, and other polymers; organic synthesis; infrared and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 22 or consent of instructor. Four class meetings, one lab per week.

28 INTERMEDIATE ORGANIC CHEMISTRY Mr. Martin

Variable content, with topics selected from the following: proteins and other macromolecules; enzymic reaction mechanisms; photochemistry, radical reactions; organic reaction mechanisms. Project-type experimental work, including spectroscopic methods. Prerequisite: Chemistry 23. Four class meetings, one lab per week. (In alternate years. Offered in 1975-76.)

29 BIOCHEMISTRY W
Mr. Giere, Mr. Martin

Offered jointly with the Biology Department. Introduces control concepts of biochemistry at the cellular level. Protein structure of enzymes responsible for biochemical energy transfer processes. Prerequisite: Chemistry 22. Four lectures, one lab per week.

32 CHEMICAL THERMODYNAMICS AND EQUILIBRIUM F Ms. Faber

Derivation of thermodynamic state variables and their application to the prediction of direction and extent of chemical reactions; homogeneous and heterogeneous equilibria; phase diagrams; introductory statistical thermodynamics. Prerequisite: Chemistry 23 or consent of instructor. Four class meetings, one lab per week.

33 CHEMICAL DYNAMICS S Ms. Faber

Kinetic molecular theory; chemical kinetics; solution phenomena; electrode processes. Prerequisite: Chemistry 32 or consent of instructor. Four class meetings, one lab per week.

35 QUANTUM CHEMISTRY AND MOLECULAR STRUCTURE
Mr. Coutts

Introductory quantum mechanics emphasizing nature of chemical bonding; determination of molecular structure through spectroscopic and related techniques. Prerequisite: Chemistry 32 or consent of instructor. Four lectures, one lab per week for seven weeks. (Offered in 1975-76.)

41 INSTRUMENTAL METHODS F
Mr. Long

Theory and operational techniques of instrumental analyses for structural and analytical applications in all branches of chemistry. Includes spectroscopic, chromatographic, electrochemical, and radiochemical methods. Prerequisite or corequisite: Chemistry 33 or consent of instructor. Intensive lab experience.

43 INORGANIC CHEMISTRY S
Mr. Thompson

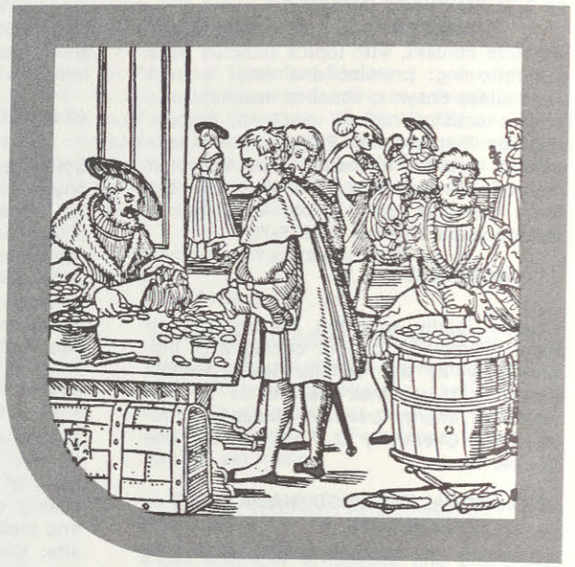
Concepts in inorganic chemistry, with emphasis on structure and bonding; molecular orbital theory; electron deficient molecules; coordination compounds; descriptive chemistry used to demonstrate applications of principles and periodic relationships. Prerequisite or corequisite: Chemistry 33 or consent of instructor. Four lectures, one lab per week.

44 ADVANCED ORGANIC CHEMISTRY W Mr. Martin

Theoretical treatment of familiar topics of organic chemistry; quantitative correlations of reaction rates and equilibria, focusing on effects of substrate structures and media changes on reactivity. Prerequisite: Chemistry 23 and 33. Five lectures per week. (In alternate years. Offered in 1974-75.)

47 SPECIAL TOPICS FW or S

Subject matter and meeting pattern vary from year to year. Possible topics: Inorganic reaction mechanisms; organometallics; catalysis; spectroscopy; chemical applications of group theory. Prerequisite: Chemistry 33 or consent of instructor. (Not offered in 1974-75.)



ECONOMICS

Professors Hale, Herlihy (Chairman); Instructors Baade, Howe, Watson

The study of economics addresses itself to two basic questions faced by mankind in any society: how available resources are to be allocated among productive uses in order to yield the greatest product; and how the fruits of the productive process are to be distributed among the members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these two questions.

It is possible to begin the study of economics at Lake Forest College at either the freshman or sophomore level. The first year's work includes an introductory course designed both for potential majors and for those desirous of a single survey course. In addition at this level a range of problem oriented courses is offered.

Qualified junior and senior majors are encouraged to engage in independent study projects, both within the discipline of economics and across disciplinary lines. Also, internships in the Summer and Winter terms are available and will involve off-campus experiences related to economics. Economics majors from Lake Forest College have been admitted to some of the top graduate and professional schools in economics, business administration, law, and medicine. Majors contemplating graduate or professional training are urged to consult with their departmental advisers concerning selection of courses.

Students wishing to major in economics should complete the two theory sequences (Economics 21, 31 and 22, 32 by the end of the junior year. The major includes as a minimum Economics 11, 21, 22 and any other five courses in economics (except 13a, b, which are not credited to the major). Economics 11 is a prerequisite for all other courses in the department except 13a, b.

11 PRINCIPLES OF ECONOMICS FWS
Mr. Baade, Mrs. Hale, Mr. Herlihy, Mr. Howe, Mr. Watson

Structure, function, and problems of the American economy, with emphasis on application of economic principles to analysis of current problems.

13a ACCOUNTING I FS Mr. Howe

Fundamental principles and procedures of accounting for business enterprises.

13b ACCOUNTING II W Mr. Howe

Analysis and interpretation of accounting statements and data for management purposes. Prerequisite: Economics 13a.

14 COMPARATIVE ECONOMIC SYSTEMS W Mr. Baade

Examination and analysis of the role of non-market direction of resources in several countries: The Soviet Union, Eastern Europe, Scandinavia, France, and Great Britain.

16 RADICAL ECONOMICS S
Mr. Watson

Critique of orthodox economics and the economic dimension of American society. Topics covered may include racism, imperialism, health, defense, spending, zero economic growth, income distribution, migratory workers, pollution, and the economics of women.

17a,b ECONOMICS OF HEALTH CARE W
Mr. Herlihy

Analysis of the economic dimensions of health care. 17a (January) involves in-class examination of health care literature, 17b (February) involves field research on health care in Lake County, Illinois.

18a, b INTERNSHIPS IN ECONOMICS W
Mrs. Hale

A work-study program which will provide an opportunity to supplement the academic with work experience in business, social, and government agencies, available Winter and Summer terms. Some internships have specific course prerequisites to be completed before the internship begins.

21 PRICE THEORY F Mr. Herlihy

Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets.

22 MACRO-ECONOMICS F Mr. Watson

Examination of the major components of national income. Application of macro-economic models to current problems of employment, the price level, and economic growth.

23 ECONOMIC STATISTICS W
Mr. Watson

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies.

24 INTRODUCTION TO ECONOMETRICS S Mr. Watson

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Extensive use of computer programs. Prerequisite: Economics 23.

25 MATHEMATICAL ECONOMICS
Mr. Watson

Mathematical analysis of theories and policies in consumer behavior, production theory, market behavior, capital theory. Prerequisite: Economics 21, Mathematics 12b, or consent of instructor. In alternate years (Not offered 1974-75).

26 URBAN ECONOMIC PROBLEMS F
Mrs. Hale

Analysis of current problems of urban America, including housing, transportation, population, pollution, education, discrimination, and segregation.

31 OLIGOPOLY IN AMERICA S

Mrs. Hale

Analysis of problems created by oligopolies, based on theoretical models, industry case studies, and an extensive market game to be played in class. Prerequisite: Economics 21.

32 MONETARY AND FISCAL POLICY S

Mr. Baade

Analysis of theories of economic growth and stabilization in advanced Western economies, utilizing tools of monetary and fiscal policy. Prerequisite: Economics 22.

33 ANTI-TRUST IN AMERICA F

Mrs. Hale

Examination of the problems of limited market power by studying the leading Supreme Court cases. Prerequisite: Economics 22.

34 CORPORATION FINANCE F

Mr. Howe

Identification of the institutional setting in which the firm operates, and exploration of how the investment, financing and dividend decisions affect the objectives of the firm. Prerequisites: 13a and 23.

35 LABOR IN THE AMERICAN ECONOMY S

Mr. Herlihy

Economics of the labor market. The labor problems of American industrial society, in the context of labor unions and collective bargaining. Prerequisite: Economics 21, or consent of instructor.

36 INTERNATIONAL ECONOMICS S

Mr. Baade

Principles, institutions, and policies of international trade. Prerequisite: Economics 21 and 22, or consent of instructor.

37 MANAGERIAL ECONOMICS S

Mr. Howe

The economic modelling of particular firms for the purpose of solving specific management problems, with emphasis on the reasoning process and model construction. Prerequisite: Economics 21.

45 SENIOR SEMINAR

Application of economic analysis to selected contemporary topics. Prerequisite: Senior standing and Economics 31 and 32. By invitation only. Not offered in 1974-75.

EDUCATION

Associate Professor Borth (Chairing); Professor Zilversmit; Assistant Professor Frankel; Lecturer Wasylik; Staff

At Lake Forest the education of teachers is an all-College concern. Each department of the College is deeply involved in its own discipline and in the processes by which knowledge within that discipline is developed. Therefore, a major role in the education of candidates for the teaching profession is played by academic departments. For example, the general education of every teacher certification candidate must include substantive work in English, science, mathematics, social and behavioral science, and the humanities. There are teacher certification candidates enrolled in most departments of the College.

Teacher candidates interested in early childhood, special, or elementary education are encouraged to elect an interdisciplinary concentration in psychology and education as well as to meet the general education requirements outlined by the State Certification Board. Students especially interested in junior high or high school age students are encouraged to elect courses in psychology and education suitable to their age-level interests as well as to fulfill general education requirements and to major in the academic area in which they hope to teach. Students particularly interested in urban education may plan an interdisciplinary concentration in Urban Studies and Education.

Two new areas of interdisciplinary concentration are currently being developed: concentration on affective/humanistic education; concentration on development in the middle years of childhood described by Stone and Church **(Childhood and Adolescence,** Random House, 1973) as "perhaps the age adults know least about."

Students who indicate an interest in teaching as a career have an opportunity to explore the field in a three term foundations course (Education 21a, b, c). Subsequently students wishing to pursue certification have the opportunity to plan individualized programs with the help of advisors, interdisciplinary committees, and the head of the education department.

Guidelines for Illinois State Certification are given here for your information, but students are reminded that specific program planning is done individually.

Students interested in any aspect of the teacher training sequence are advised to take Psychology 12 early in their college careers, to register for Education 21a in their sophomore year, and to attend to the general education requirements set down by the State Certification Board when planning their college programs.

State of Illinois — Standard Elementary Certificate (K-9)

A. General Education	
1. Language Arts (English, Speech and/or Drama)	3 courses
2. Science	2 courses
3. Social Science (including one course in Am. History or Am. Government)	2 courses
4. Humanities (including minimum of ½ course Music, ½ course Art)	1½-2 courses
5. Mathematics	1½-2 courses
6. Health and Physical Education	1 course
7. Electives in any of the above fields and/or psychology (except Educational Psychology)	8 courses
B. Professional Education	
1. Philosophical, Social and Psychological Foundations	2 courses (Ed. 21a, c)
2. Practicum	1 course (Ed. 21b)
3. History of Education	1 course (History 25)
4. Methods of Language Learning	1 course
5. Teaching at the Eelementary Level — Methods and Materials	½ course (Ed. 48a)
6. Teaching at the Elementary Level — Internship	2 courses (Ed. 48b)
7. Electives	

State of Illinois — Standard Secondary Certificate (6-12)

A. General Education	
1. Language Arts (English, Speech and/or Drama)	2 courses
2. Science and/or Mathematics	1½-2 courses
3. Social Science (including Am. History and/or Am. Government)	1½-2 courses
4. Humanities (including foreign language and literature)	1½-2 courses
5. Teaching at the Elementary Level — Methods and	1 course
6. Electives in any of the above fields including psychology (except Educational Psychology)	2 or 3 courses
B. Professional Education	
1. Philosophical, Social and Psychological Foundations	2 courses (Ed. 21a, c)
2. Practicum	1 course (Ed. 21b)
3. History of Education	1 course (History 36)
4. Teaching junior/senior high school — Methods and Materials	½ course (Ed. 49a)
5. Teaching junior/senior high school — Internship	2 courses (Ed. 49b)
6. Electives	
C. Teaching Major	8 courses (including general education requirements applicable)

21a PHILOSOPHICAL AND SOCIAL FOUNDATIONS OF EDUCATION F
Ms. Borth

Exploration of the field of education and of personal motivation for teaching as a career. The primary purposes of the course are to help students examine their own attitudes and philosophies of education, and to examine in reading and group discussion various social and philosophical orientations to schooling. Differential effects of schooling and the importance of the interactions with schooling of sex, class, race, socio-economic status and ethnicity are stressed.

21b PRACTICUM: EDUCATION AND INDIVIDUAL DIFFERENCES W
Ms. Borth

Field experience in educational settings coupled with course work and seminars on education-related aspects of individual development. Emphasis is on involvement with individuals or small groups at the age level the prospective teacher hopes to work. (Prerequisite: Education 21a)

21c PSYCHOLOGICAL FOUNDATIONS OF EDUCATION S Ms. Borth

(Also listed as Psychology 21c)
Principles of psychology as applied to the teaching-learning situation. Emphasis is on teaching as applied psychology and the socio-emotional contexts of education. (Prerequisite: Education 21a, b.)

25 HISTORY OF AMERICAN EDUCATION W Mr. Zilversmit

Survey of significant themes in American educational history dealing with both formal and informal methods of education. Emphasis is on the era of progressive education.

31 ADVANCED FIELD WORK FWS

Students who have completed 21a, b, c, and who wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is required. Variable course credit.

32 METHODS OF LANGUAGE LEARNING* F

Multiple approaches to the teaching of reading, characteristics of basic language learning, and the application of learning models to the teaching of language and reading.

33 METHODS OF TEACHING ART F**
Mrs. Wasylik

The media and methods of teaching elementary school art. Required only for elementary certification and applicable under State General Education Requirements, Art. One half course.

34 HEALTH EDUCATION* S

Emphasis on normal physical and emotional growth and development through adolescence. Training in recognition of deviations in physical and emotional development as they might present themselves to classroom teachers. Individual projects in areas of special interest. Evening course, may be taken concurrently with student teaching if necessary.

45 SPECIAL STUDIES IN EDUCATION

48a TEACHING FOR ELEMENTARY CERTIFICATION — METHODS AND MATERIALS WS**

Taken in conjunction with teaching internship. Stresses practical applications to classroom teaching using facilities and experiences in cooperating schools. One half course.

48b TEACHING FOR ELEMENTARY CERTIFICATION — SCHOOL INTERNSHIP* WS

Full day supervised teaching ten + weeks in cooperating school. Double course credit.

49a TEACHING FOR SECONDARY CERTIFICATION — METHODS AND MATERIALS S**

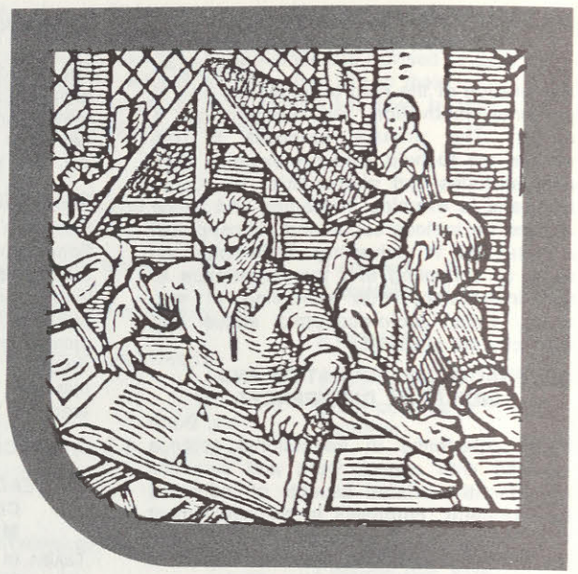
Taken in conjunction with teaching internship. Stresses practical applications to classroom teaching using facilities and experiences in cooperating schools. One half course.

49b TEACHING FOR SECONDARY CERTIFICATION — SCHOOL INTERNSHIP* S

Full day supervised teaching ten + weeks in cooperating school. Double course credit.

* Only students enrolling for all certification requirements for the state of Illinois or some other state may count this toward the graduation requirement.

** This course required for certification does not carry graduation credit, but will be given recorded credit on the student's academic record and may be taken in addition to the regular course load.



ENGLISH

Professors Cowler, Milne (Chairman), Voss; Associate Professors Bennett, Hentz, †Greenfield; Assistant Professors Fishman, Whatley; Lecturer, J. Montgomery

English, as taught at Lake Forest College, is both a training in technique and a study of material. As a technique, English is concerned with clarity, correctness, and grace of expression, as well as with precision of thought and logic of statement. The material studied in English courses is broadly called literature: the thoughts, emotions and activities of real or imaginary people presented memorably in words.

A college major in English, in addition to comprising studies which are liberal and humane and thus appropriately "educative" ends in themselves, provides useful general preparation for employment in a variety of vocations and professions. In addition to career opportunities for English majors in fields traditionally associated with the study of English, such as teaching, professional writing, editing and publishing, employers are increasingly offering opportunities in business and elsewhere (e.g., the field of law) to young people who have had the advantages of a broad liberal education.

The requirements for the major include the introductory course, 14 (prerequisite for all advanced courses but not counted toward the major); the background courses, 20 and 21; two period courses, one before 1700 (31, 32a, 32b, 33, 40), and one after 1700 (34-37); and the integrating course, 44. Once a student has declared a major, he or she will, in consultation with an advisor, work out an appropriate program from among various period and genre courses, colloquiums, seminars, independent studies, writing courses, and electives in related fields. Majors who plan to do graduate work should orient their

†Sabbatical Leave of Absence, 1974-75

programs toward the period courses and should have a reading knowledge of at least one modern foreign language, preferably French or German.

Because of the wide appeal of literature for all students, the department offers a range of courses attractive to the non-major as well as to the major. In the freshman year, for example, the prospective English major is given English 14 (The Literary Imagination), while the non-major may choose English 16 (Literature and Life). Writing courses include English 10 (Composition) and English 17 (Creative Writing). In the Winter term, all courses through the 20 level are open to freshmen, who may also take in the spring the two background masterpieces courses, English 20 and 21.

Those special studies courses, the topics of which vary from year to year (26, 27, 39-41, 45) may be taken more than once, but majors may count them only once toward the minimum major of eight courses.

10 ENGLISH COMPOSITION FWS
Mr. Voss

Designed for freshmen and other students who need practice in writing effective expository and argumentative prose. Emphasis on methods of developing papers and achieving unity and coherence, as well as on grammar, usage, and other fundamentals of English.

14 THE LITERARY IMAGINATION FS

An introduction to the study of literature through techniques of such genres as poetry, the short story or short novel, and drama. Required for beginning English majors.

16 LITERATURE AND SOCIETY FWS
Mr. Whatley, Mr. Fishman

Designed for non-majors, with preference given to freshmen. Writings selected for literary worth and insight into significant social and philosophical problems.

17 CREATIVE WRITING S Mr. Voss

Practice in types of imaginative writing with emphasis on the short story. Group discussions and individual conferences.

19 CLASSICAL AND BIBLICAL MYTHOLOGY W Mr. Whatley

Myths of Creation and Fall, with related themes (e.g. Satan and Hercules) in Semitic and Western Culture. Readings from the Bible, Greek and Roman myth, medieval drama and selected modern novels and plays. Material will be studied from a variety of viewpoints: religious, psychological, historical, artistic.

20 MASTERPIECES OF LITERATURE: ANCIENT AND MEDIEVAL FS
Mr. Whatley, Miss Cowler

Origin and development of literary types and traditions as background for continued work in English literature. Selected masterpieces from ancient and medieval literature: Homer, Greek drama, Virgil, Beowulf, Dante, Medieval drama and romance, Chaucer. Open to freshmen in the spring term.

21 THE ENGLISH TRADITION: RENAISSANCE AND NEO-CLASSICAL FS Miss Hentz

Main traditions of English literature from the Renaissance through the neoclassical period, to serve as a context for the study of English literature as well as an introduction to masterpieces of the period.

22 SHAKESPEARE F Miss Hentz

Selected plays to show Shakespeare's variety; intensive analysis of either "King Lear" or "Hamlet."

23 FILM F Mr. Fishman

By viewing such representative films as "Citizen Kane," "Potemkin," "Bicycle Thieves," techniques of film making are studied and the debate between realist and expressionist film philosophy is examined. Recent American and European films are seen in an attempt to arrive at a usable film criticism.

24 CONTEMPORARY LITERATURE S
Mr. Milne

Poetry, drama, and fiction of writers mainly from the last thirty years, writers like Solzhenitsyn, Nabokov, Ginsberg, Hawkes, Bellow, Pinter.

25 WRITING WORKSHOP S Mr. Voss

An advanced course for students with considerable skill and experience in creative or expository writing and wanting increased proficiency. Prerequisite: English 10 or 17, or permission of instructor.

26 LITERARY TYPES AND TRADITIONS W

Investigation of the development and character of some genre or form of literature: tragedy, comedy, satire, biography, the lyric, the short story. In 1975 — Development of the Short Story, Mr. Voss; Satire, Miss Cowler.

27 SPECIAL STUDIES W

Intensive analysis of the works of one or two important literary figures or the detailed study of a single major work, such as Joyce's "Ulysses." In 1975 — Shakespeare: The Tragic Vision, Miss Hentz.

28a, b CONTINENTAL LITERATURE IN TRANSLATION FS

Mr. Milne, Mr. Bennett

Classics of European literature, chiefly French, German, and Russian: 29a, such writers as Rabelais, Montaigne, Cervantes, Racine, Moliere, Voltaire, Rousseau, and Goethe; 29b, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, Baudelaire, Ibsen, and others.

29a EARLY AMERICAN LITERARY CULTURE W Mr. Milne

The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics.

29b STUDIES IN 19TH CENTURY AMERICAN LITERATURE F

Mr. Voss

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Dickinson, Whitman, Twain, James.

29c STUDIES IN 20TH CENTURY AMERICAN LITERATURE S

Mr. Milne

Works of representative writers: O'Neill, Mencken, Frost, Williams, Faulkner, Fitzgerald, Hemingway.

31 MEDIEVAL STUDIES S Mr. Whatley

Romance and Dream: the romances of Chretien de Troyes, Wolfram's "Parzival," Dante's "Divine Comedy," "Le Roman de la Rose," Chaucer's "Parlement of Fowles" and selected "Canterbury Tales." Relevant readings in philosophy and history. (Not offered in 1974-75.)

32a THE RENAISSANCE: AGE OF EXPERIMENT Miss Hentz

Sixteenth century humanism; experiments in prose and poetry culminating in Spenser. (Not offered in 1974-75.)

32b DRAMA AND SOCIETY IN THE AGE OF SHAKESPEARE S

Mr. Fishman

Focusing on the drama of Shakespeare's contemporaries (Marlowe, Jonson), an attempt is made to examine the "mind of an age." Works are read with emphasis on social and cultural significance. (Not offered in 1974-75.)

33 JOHN DONNE AND HIS CONTEMPORARIES F

Miss Cowler

Literature of the earlier 17th century with close study of works of Donne, Herbert, Jonson, Burton, Browne, and others in the "Baroque" tradition.

34 THE AGE OF SATIRE: THE POPE-SWIFT CIRCLE S Miss Cowler

The principal neo-classical writers, including the Restoration dramatists and Dryden; the Augustans; and Johnson, Fielding, and Sheridan. (Not offered in 1974-75.)

35 THE ROMANTIC PERIOD F

Mr. Bennett

Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era.

36 VICTORIAN LITERATURE S

Mr. Bennett

Masterpieces of fiction, non-fiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Set in the background of the age itself.

37 THE ENGLISH NOVEL S Mr. Milne

Development of the novel; representative works by major figures from Defoe through Conrad. (Not offered in 1974-75.)

38a MODERN DRAMA W Mr. Bennett

Innovative trends in theater of the 20th century: Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Durrenmatt, Anouilh, Genet, Ionesco, Beckett, Pinter, and others.

38b MODERN FICTION F Mr. Milne

Studies in the form, substance, and background of the modern novel, focusing on such writers as Gide, Proust, Kafka, Mann, Joyce, Hemingway, Faulkner.

38c MODERN POETRY S Miss Hentz

Major figures in English and American poetry of this century; emphasis on Yeats and Eliot.

39 JUNIOR COLLOQUIUM W

Designed to permit study of a literary movement, a problem in aesthetics and literary criticism, or a selected theme. In 1975 — Film and the Director.

40 MAJOR ENGLISH AUTHORS S

Writers of eminence, such as Chaucer and Milton.

41 INTERDISCIPLINARY STUDIES F

A comparative and interdisciplinary exploration of selected topics. Open to juniors with permission of instructor. (Not offered in 1974-75.)

44 THEORY OF LITERATURE W

Miss Cowler

Important critical modes and approaches to literature; an integrating experience for the senior major.

45 SEMINAR: SELECTED TOPICS S

Focuses on a limited topic changing from year to year; stresses independent investigation and intensive study. Open to juniors and seniors with permission of instructor. (Not offered in 1974-75.)

FINE ARTS

Professors Bowen, Mitchell (Chairman), Schulze; Associate Professors †Croydon, Kirby, Smith; Assistant Professors Converse, Fishman; Instructors Fernandez, Slocum; Lecturer R. Mitchell; Teaching Associates Huhn (Organ), P. Faller (Voice), R. Faller (Brass wind instruments), ‡Freer (Clarinet and Saxophone), Scheuzger (Violin and Viola), Chapman (Flute); Director of the College Choir ‡V. Allison

The department offers two majors: Art History, and Music History and Theory. In addition, it is possible for students majoring in other subjects to obtain a teaching minor in Dramatic Art.

Art

The principal direction of the department is theoretical rather than practical. The major is in art history. In the belief that some personal experience of what an artist actually does is a necessary accompaniment of art historical study, majors are required to take one course in studio art and are encouraged to take more than one. It is the policy of the department that all creative work — whether by majors or non-majors, for credit or not — will be encouraged. A number of more advanced studio courses are offered for credit in addition to the courses in art history; other courses in studio art may be taken at Barat College.

Art history is a humanistic discipline the study of which should relate to the methods and

†Sabbatical Leave of Absence
‡Part-time teaching, 1974-75

standards the student will encounter in other departments of the College. The course work in art history concerns itself with those things theoretical, historical, critical, and aesthetical which should add not only to one's appreciation and understanding of the visual arts, but which, further, are central to any more developed scholarly approach to the field. For those students preparing for post-graduate study, the courses will provide training in the scholarly procedures of the art historian; but the courses also are aimed at those students who wish to expand their comprehension of art.

The fundamental problems of the history and appreciation of art are explored in a basic course, Art 10 (Introduction to the Visual Arts), a prerequisite for all art history majors and for anyone wishing to enter further courses in the discipline. The more advanced courses deal in a detailed way with main periods and styles of Western art, with American art, and with a variety of more specialized concerns of the art historian, such as iconography, the artist's materials, the museum and so forth. During the senior year, majors are expected to participate in one seminar.

Both the basic course in art history and the basic course in studio art are open to freshmen. One course credit in Art 11 must accompany a major in art history, but studio course credits do not count towards the total number of courses required for the major. Admission to studio art courses beyond Art 11, with the exception of Art 12 (Drawing), Art 16 (Creative Photography) and Art 20 (The Physics and the Art of Photography), is selective and dependent upon the attainment of a high standard of work in Art 11.

10 INTRODUCTION TO THE VISUAL ARTS FS

An analytical and historical survey of the visual arts from antiquity to the present. A prerequisite for all other courses in art history and required of all majors.

11 STUDIO ART: ELEMENTS OF DESIGN FS Mrs. Mitchell

Introduction to basic design problems in various two and three dimensional techniques and media. A prerequisite for most other courses in studio art.

12 STUDIO ART: DRAWING W Mr. Mitchell

Principles and practice of drawing with emphasis on drawing from the model.

13 STUDIO ART: PAINTING S

Advanced creative projects using various painting media. (Not offered in 1974-75.)

14 STUDIO ART: SCULPTURE S

Advanced creative projects using traditional and contemporary three dimensional media. (Not offered in 1974-75.)

15 STUDIO ART: GRAPHIC ARTS S

Advanced creative projects in various print-making media. (Not offered in 1974-75.)

16 STUDIO ART: CREATIVE PHOTOGRAPHY

A basic course in photography offered normally in the Summer term.

20 STUDIO ART: THE PHYSICS AND THE ART OF PHOTOGRAPHY W Mr. Donnally, Mr. Mitchell

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Also listed as Physics 20.)

21 SYMPOSIUM W Mrs. Barth, Mrs. Slocum

Contemporary problems in the arts. Lectures and discussion conducted by several members of the department faculty. Topics to vary each year. In 1974-75; Women In Art.

22 HISTORY OF ARCHITECTURE F Mr. Schulze

Evolution of architectural style and thought from antiquity to the present.

23 ANCIENT ART F Mrs. Slocum

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

24 MEDIEVAL ART S Mrs. Slocum

Art of the Early Christian, Byzantine, and Medieval periods.

25 CLASSICAL ART F
Art and architecture of the Hellenic world in the Minoan through Byzantine Periods. (Offered only in Athens.)

28 HISTORY OF MEDIA AND MATERIALS W
The evolution and use of different media, materials, and techniques by the sculptor, painter, and draughtsman in the course of history. (Not offered in 1974-75.)

29 MODERN URBAN ARCHITECTURE W Mr. Schulze
International building design (mostly commercial and industrial) and city planning since the second half of the nineteenth century.

30 SPANISH ART F
Painting and sculpture in Spain. (Taught in the Spanish language. (Not offered in 1974-75)

31 NORTHERN ART OF THE LATE GOTHIC AND RENAISSANCE F Mr. Mitchell, Mrs. Slocum
Painting, sculpture, and the graphic arts of the Netherlands, Germany, and France from the 14th through the 16th century.

32 ITALIAN ART OF THE EARLY RENAISSANCE F Mr. Fernandez
Painting and sculpture in Italy from the late 13th through the 15th century.

33 ITALIAN ART OF THE 16TH CENTURY S Mr. Fernandez
Painting and sculpture of the High Renaissance and Mannerist artists of Rome, Florence, and Venice.

34 17TH CENTURY ART F Mr. Mitchell
Painting and sculpture in Europe in the 17th century.

35 18TH CENTURY ART W Mr. Fernandez
Painting and sculpture in Europe in the 18th century.

36 19TH CENTURY ART S Mr. Mitchell
Painting and sculpture in Europe from David to the Post-Impressionists.

37 20TH CENTURY ART S Mr. Schulze
Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

38 AMERICAN ART W Mr. Schulze
The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from art of the colonial period to the present. (Not offered in 1974-75.)

41 HISTORY AND DEVELOPMENT OF MUSEUMS W Mr. Fernandez
The evolution of public and private collecting from antiquity to the present; problems and practices of museum operation and management. (Not offered in 1974-75)

45 SEMINAR W

Dramatic Art

A major in Dramatic Art is not offered.

21 INTRODUCTION TO THE THEATER F Mr. Converse
Modern theatrical practices, emphasizing play production and play selection. Stagecraft lab required.

22 THE ART OF THE ACTOR W Mr. Converse
Various theories of acting in the modern theater from Delsarte to the present, with an opportunity for students to put these theories into practice. Stagecraft lab is required.

31 HISTORY OF THE THEATER F Mr. Converse
Theory and mechanics of the drama, beginning with ancient man and continuing to the modern period, including inquiry into the playwright's art as well as study of the staging and production of specific plays.

32 THEATRICAL PRODUCING AND DIRECTING S Mr. Converse
Principles and techniques of the director's art. Each student produces and directs a play as part of the application of production theory.

33 ADVANCED ACTING W Mr. Converse
Principles and techniques of acting for the student who has had previous experience or training. Emphasis is upon acting demonstrations and individual conferences.

34a,b HISTORY OF DRAMA IN THE WESTERN TRADITION FS Mr. Fishman
First term: classical drama, primarily that of the Greeks, with special attention to origins of drama and the meaning of tragedy. Second term: major periods of post-classical drama in England, Continental Europe, and America, emphasizing extremely contemporary American drama. In both, the influence of extra-literary matters (staging, theater-history, audience) is given special attention. Also, the unique relationship between drama and society. Courses are designed to be taken independently.

Music

An integrated approach to music theory, history, and performance practices sets the curriculum tone for music majors. Four required theory courses include work with basic melodic and chordal structures; formal modes of musical organization; harmonic analysis; and counterpoint. Ear training, sight-singing, and creative work are combined with the preceding facets of study. The theoretical aspects of harmony and counterpoint provide the basis for the comprehension of advanced history courses.

Courses in music history, like those in art, emphasize the major stylistic periods of the Western World. In addition to the study of music in its historical perspective, stylistic developments in music are related to those of other arts. Music 10, Introduction to Music Literature (or its equivalent), is a prerequisite for advanced history courses.

A music major should demonstrate a minimum keyboard proficiency or performing ability in another instrument. Staff members give instruction in piano and organ. Instruction in all other instruments and voice is arranged with qualified musicians from the Chicago area.

The College Choir and Madrigal Singers are the departmental co-curricular musical organizations. Competent instrumentalists may audition for the Lake Forest Symphony Orchestra; and student-directed ensembles are encouraged. These groups present frequent concerts and provide excellent musical experience for all participants.

The major includes Music 10; 15a,b,c; 31a or b; 34; 25a,b; and 36. In addition to the required course work, majors must have one year of applied music and some experience in choral or instrumental ensembles is recommended. A reading knowledge of German is encouraged, especially for the student who may wish to pursue graduate studies in music history.

10 INTRODUCTION TO MUSIC LITERATURE* FS Miss Bowen, Mr. Kirby
Explanation of basic materials of music leads to the survey of major musical styles and media of performance from the Middle Ages to the present. Emphasis on listening. No previous knowledge of music required.

11, 12, 13 APPLIED MUSIC
Private instruction in piano, organ, voice, and orchestral instruments. One half-hour lesson and a minimum seven hours of practice per week. Satisfactory completion of one year of instruction qualifies a student for one course credit. Added fee for private lessons.

15a,b,c MUSIC THEORY FWS Miss Bowen, Mr. Smith
Basic vocabulary of materials of musical composition: melodic and chordal structures; diatonic and chromatic harmony with emphasis on four-part writing, analysis, and creative work.

16 SYMPHONIC MASTERPIECES* W Miss Bowen
Varied aspects in the history of the symphony from its inception to the present day.

17 MUSICAL STYLES OF THE 18TH AND 19TH CENTURIES* W Mr. Kirby

Understanding of the varied forms of instrumental and vocal music from 1700-1900.

25a,b MUSIC IN THE CLASSIC AND ROMANTIC ERAS FS Mr. Kirby

Stylistic traits of the 18th and early 19th centuries; works of Haydn, Mozart, and Beethoven. Nineteenth century Romanticism centers around works of Schubert, Schumann, Liszt, Brahms, and Wagner.

26 AVANT-GARDE IN 20TH CENTURY MUSIC W Miss Bowen

Study of works representing experimental techniques opposing traditional concepts of tonality. Selected works of Ives, Schoenberg, Webern, Stravinsky, Bernstein, Cage, Stockhausen, and Babbitt. (In alternate years. Not offered in 1974-75.)

27 HISTORY OF JAZZ W Mr. Kirby

Principal styles and representative jazz musicians: the roots (including blues and ragtime), jazz in New Orleans and Chicago, big band swing, and modern jazz (since 1945). (In alternate years. Offered in 1974-75.)

28 BEETHOVEN AND THE STRING QUARTET W

Detail of individual string quartets by Beethoven. Relationships with earlier music to other works of Beethoven and his contemporaries, and influence on subsequent composers. (In alternate years. Not offered in 1974-75.)

31a, b COUNTERPOINT FW Miss Bowen, Mr. Smith

"Species" counterpoint, using both modal and tonal approaches in projects the first term. Invertible counterpoint and fugue, second term. (Offered as required.)

32 ADVANCED MUSIC THEORY Miss Bowen

Techniques of modern harmony and counterpoint. Written projects based on study of contemporary scores. (Offered as required.)

33 MUSIC IN THE MIDDLE AGES AND RENAISSANCE F

Music history from Gregorian chant to the end of the sixteenth century. (In alternate years. Not offered in 1974-75.)

34 MUSIC IN THE BAROQUE PERIOD S

Representative composers from 1600-1750, with special attention to J.S. Bach. (In alternate years. Not offered in 1974-75.)

36 20TH CENTURY MUSIC S Miss Bowen

Trends, techniques, and leading composers of modern music, from the French Impressionists to the present. (In alternate years. Offered in 1974-75.)

37 HISTORY OF OPERA W Mr. Dilkey

Literature, performance, and analysis of the world's great operas. (In alternate years. Offered in 1974-75 with emphasis on German Opera.

38 AMERICAN MUSIC F Miss Bowen

Music in America from the time of the Pilgrims to the present, including "art" music, folk music, and jazz. (In alternate years. Not offered in 1974-75.)

45 SEMINAR IN MUSIC HISTORY

(Offered as required.)

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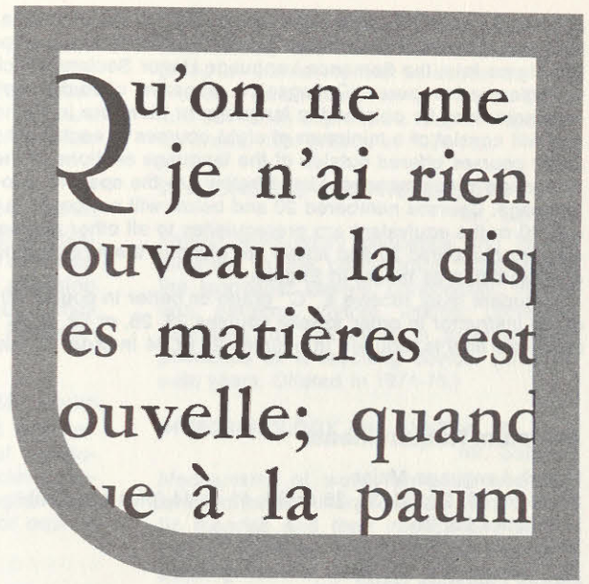
*Music Majors may receive credit in only one of the following: Music 10, 16, 17.



FOREIGN LANGUAGES AND LITERATURE

Professor Dilkey, Associate Professors Radandt, Speros (Chairman), Assistant Professors, Carlin, Garneau, Kling, Sosa

The Department of Foreign Languages and Literature offers course work in French, German, and Spanish. Its purpose is to equip students to read rapidly and accurately and to converse and write with an acceptable degree of fluency. It is also expected that the student will gain an insight into the cultural history and civilization represented by the language chosen and relate this to other studies in the liberal arts curriculum. Advanced level courses are designed to present a broad and fairly intensive study of each of the major literary periods and to perfect further the student's fluency in oral and written expression. Additional courses are offered in French, German, and Spanish literature in translation. Two courses in linguistics are available in English.

Entering students desiring to continue with language studied in secondary school will be given a placement examination to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one term at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the third term of the beginning course.

The department has a 30-booth language laboratory. At the present time the laboratory possesses over 1,500 student tapes, including not only textbook materials but also dramas, operas, poetry readings, and lectures in the various languages offered. Foreign language term abroad programs in Austria, France, and Spain, open to majors and

non-majors alike, are taught in the language of the country and are offered as participation warrants, but will not be offered in 1974-75. There is on campus an active chapter of Phi Sigma Iota, the Romance Language Honor Society, which sponsors extra-curricular activities and prepares "Collages", a magazine of student writing in the Romance Languages.

A major may be obtained in language or literature in French, German, or Spanish and will consist of a minimum of eight courses in each of the above languages. Other courses offered outside of the language sections of the department may be required or strongly recommended. Listed below are the specific, two-track requirements in each language. Courses numbered 20 and below will not count in the major. Courses 11a,b,c and 20 or the equivalent are prerequisites to all other courses in each language. All courses numbered 20 and above are given in the foreign language, except for those courses listed as taught in English.

A student must receive a "C" grade or better in course 20 or have the permission of the instructor in order to take courses 23, 28, or 29. A "C" or better or permission of instructor also is required in courses 21 or 24 in order to take courses 33 or 34.

Minimum Requirements

French Language Major
21 or 24; 28; 29; 33; 35, 36 or 37; 41 or 44 (plus elective)
Linguistics 25; 26
20 level in another foreign language

French Literature Major
21 or 24; 28; 29; 41 or 44; and any four courses in French literature numbered 30 and above
one course in comparative literature
Recommended: one course of European History; French 34

German Language Major
23; 24; 37; 39; 40; 41 or 44 (plus electives)
Linguistics 25
20 level in another foreign language

German Literature Major
23; 24; 41 or 44; and any five courses in German literature numbered 30 and above
one course in comparative literature
Recommended: one course of European History; German 25 and 26

Spanish Language Major
21 or 24; 28 and 29 or 31 and 32; 33; 34; 35, 36 or 37; 41 or 44; (plus elective)
Linguistics 25; 26
20 level in another foreign language

Spanish Literature Major
21 or 24; 28; 29; 32; 41 or 44; and any three courses in Spanish literature, numbered 30 and above
one course in comparative literature
Recommended: one course of European History; Spanish 31; 34

French

11a,b,c BEGINNING FRENCH FWS

11a is designed to develop the student's ability to listen, speak, read, and write basic controlled patterns of the French language. 11b,c introduce reading material of a cultural nature, to provide greater insight into the psychology of the language, and implement the student's understanding of language structure through free composition. Lab work is integral part of the series.

20 READINGS AND DISCUSSION F

Readings focus on contemporary French society showing the pattern of tradition and change in France today. Discussion and conversation. Compositions prepare the student for literature and civilization courses.

21 CONVERSATION W Mr. Carlin

Acquisition of spontaneity in oral expression and comprehension through both free and directed conversation, stressing French idiomatic expressions and cliches of everyday French conversation. Prerequisite: French 20.

24 COMPOSITION F Mr. Carlin

Intensive training in written and oral expression. Semantic nuances of Anglo-French vocabulary are given special attention through translation from English into French. Prerequisite: French 21 or equivalent.

25 FRENCH LITERATURE IN TRANSLATION S Mr. Carlin

The realm of the spirit in twentieth-century French Letters: Claudel, Mauriac, Wiesel, Anouilh, S. Weil. No prerequisites; no knowledge of French required, suitable for interdisciplinary study.

26 FRENCH CIVILIZATION F

Aspects of French Civilization, touching on art, politics, philosophy, and history. (Offered only in Brussels; not offered in 1974-75.)

28 FRENCH LITERATURE FROM THE BEGINNINGS TO 1800 S Mr. Garneau

French literature from the "Chanson de Roland" to the French Revolution: Ronsard, Montaigne, Molière, Racine, Voltaire, Diderot, and Marivaux. Reading, lectures, discussions, and papers in French.

29 FRENCH LITERATURE FROM 1800 TO THE PRESENT F Mr. Carlin

The great movements: Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, and the Absurd. Authors: Hugo, Balzac, Flaubert, Verlaine, Zola, Valéry, Apollinaire, Sartre, Camus Ionesco.

30 SPECIAL STUDIES FW

One author, one theme in literature or a group of works studied in depth, be it in French, Franco-Canadian or African literature of French expression. May be repeated for credit. (Not offered in 1974-75.)

33 PHONETICS AND PHONOLOGY S Mr. Garneau

French articulatory phonetics and its application to the phonological structure of the language: vowels, consonants, intonation, patterns, rhythm, linking; corrective exercises for difficulties in pronunciation; phonetics as a teaching device. (In alternate years. Offered in 1974-75.)

34 MORPHOLOGY AND SYNTAX S Mr. Garneau

Mechanisms of word formation and sentence creation; morphological and syntactic theories and their implications in language learning and teaching; exercise building for the teaching of grammar. (In alternate years. Offered in 1975-76.)

35 FRENCH THEATRE F Mr. Carlin

French theatre from the Medieval mysteries to the theatre of the absurd: development in staging and acting, literary and philosophical aspects, and a glimpse at the current French theatre. (In alternate years. Not offered in 1974-75.)

36 FRENCH NOVEL S Mr. Carlin

Development of the French novel, beginning with La Princesse de Cleves, and concluding with the New Novel. Trends and styles, philosophical and social impact of the novel. (In alternate years. Offered in 1975-76.)

37 FRENCH POETRY W Mr. Carlin

Lyric poetry from the troubadours to the concrete poets. Versification, poetic styles, movements, and aesthetic considerations, as well as an increased understanding of poetic feeling. (In alternate years. Offered in 1975-76.)

38 MOVEMENTS IN FRENCH LITERATURE W Mr. Garneau

Intensive study of one movement in French literature; philosophical, social, and artistic origins and development; representa-

tive works. Possible topics: Naturalism, Surrealism, Existentialism. (In alternate years.) 1974-75: Pre-Romanticism.

41 ADVANCED CONVERSATION W
Mr. Garneau
Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of idioms and synonyms. Prerequisite: French 24. (Offered as required.)

43 FRENCH AUTHORS W Mr. Carlin
A biographical approach to one French author: his intellectual and artistic development, representative works from his canon. 1974-75: Pascal.

44 CREATIVE COMPOSITION AND STYLISTICS W Mr. Garneau
Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. 1974-75 offered as independent study.

45 SEMINAR F
An Intensive investigation of a significant literary problem. Topics to be announced. (In alternate years. Offered as required.)

German

11a,b,c BEGINNING GERMAN FWS
Concentrates on basic language patterns and on aspects of culture and civilization of German-speaking countries. In 11c the emphasis is on selected works by modern authors, on free compositions, and on conversations.

20 CONTEMPORARY GERMANY AND ITS LITERATURE I F
Understanding of German thought with emphasis on developing reading ease and accuracy through classroom and lab work. Prerequisite: German 11c or equivalent.

21 CONVERSATION W Mr. Kling
A study of common idiomatic expressions in everyday German. Practice in oral expression and comprehension. Prerequisite: German 20.

23 INTRODUCTION TO GERMAN LITERATURE S Mr. Radandt
Representative works of major trends, movements, and themes in German literature during the last three centuries; some basic methodological aspects of literary analysis. Intended to provide perspectives for literature courses which follow.

24 COMPOSITION S Mr. Dilkey
Intensive training in written and oral expression. Systematic treatment of idioms. Translations of fairly simple texts into German. Prerequisite: German 21 or equivalent.

25 THE CONTEMPORARY GERMAN NOVEL IN ENGLISH TRANSLATION F Mr. Kling
Tradition and experiment in the twentieth-century German novel: Kafka, Mann, Hesse, Musil, Broch, Doderer. No prerequisites; no knowledge of German required, suitable for interdisciplinary study.

26 THE LYRIC, EPIC, AND COURTLY ROMANCE OF MEDIEVAL GERMAN IN ENGLISH TRANSLATION S
Mr. Kling
The varieties of literary expression from the rise of the Germanic tribes to the fall of courtly romance; major works include the Nibelungenlied, Tristan und Isolt, and Parzival. No prerequisites; no knowledge of German required, suitable for interdisciplinary study.

30 SPECIAL STUDIES W
One author, one theme in literature, or a group of works exhibiting a similar technique. 1974-75: Austrian literature.

34 MORPHOLOGY AND SYNTAX F
Mechanisms of word formation and sentence creation; morphological and syntactic theories and their implications in language learning and teaching (Not offered in 1974-75.)

35 GERMAN DRAMA SINCE 1890 F
Mr. Dilkey
Outstanding dramatic works since the rise of Naturalism, their place in cultural history: Holz, Hauptmann, Wedekind, Hofmannsthal, Kaiser, Brecht, Dürrenmatt, Frisch, and others. (In alternate years. Offered in 1975-76.)

36 FROM LESSING TO THE STURM UND DRANG S
Mr. Dilkey, Mr. Radandt
Lessing's role in development of German literature; "Sturm und Drang" authors Herder, young Goethe, Lenz, and the early Schiller. (In alternate years. Offered in 1975-76.)

37 GOETHE AND SCHILLER S
Mr. Dilkey
Representative mature works by both writers, including drama, epic, ballad, lyric and theoretical writings. (In alternate years. Offered in 1974-75.)

38 FROM ROMANTICISM TO 1848 S
Mr. Kling
German drama during the first half of the 19th century (Kleist, Grillparzer, Grabbe, Buchner, Hebbel), and a study of the lyric and prose of Heine and "Young Germany." (In alternate years. Offered in 1975-76.)

39 THE GERMAN NOVELLA FROM TIECK TO HAUPTMANN F Mr. Dilkey
The particular form of the novella and its development in the 19th century. (In alternate years. Offered in 1974-75.)

40 MODERN GERMAN FICTION AND POETRY W
Mr. Kling, Mr. Radandt
The shorter prose works by Mann, Kafka, Musil, Grass, and the poetry of Hofmannsthal, Rilke, George, and Benn. (In alternate years. Offered in 1975-76.)

41 ADVANCED CONVERSATION
Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of synonyms. (Not offered in 1974-75.) Prerequisite: German 24.

44 CREATIVE COMPOSITION AND STYLISTICS
Writing and revision of expository and imaginative prose compositions. Analysis of style in selected German writers. In 1974-75 offered as independent study. Prerequisite: German 24 or equivalent.

45 SEMINAR F Mr. Dilkey
Intensive investigation of a significant problem or period or of the works of one author. Appropriate topics include a study of Faust or the German Lied. (In alternate years. 1974-75: Faust.)

Linguistics

25 DESCRIPTIVE LINGUISTICS F
Mr. Garneau
Principles and techniques of descriptive linguistics as seen through different schools of linguistics from structuralism to modern transformational and stratificational theories. Taught in English.

26 ROMANCE PHILOLOGY S
Mr. Sosa
Evolution of the Romance Languages from Latin with emphasis on French, Spanish, and Italian. Basic knowledge of one Romance Language required. Taught in English. (In alternate years. Offered in 1975-76.)

Spanish

11a,b,c BEGINNING SPANISH FWS
Mr. Sosa
Basic language techniques and psychology of the language. Classroom and lab work. Graduated reading materials and discussion introduce mores of Spanish-speaking cultures.

20 SPANISH READINGS AND DISCUSSION F Mr. Speros
Expository and literary prose and poetry of moderate difficulty. Class discussions and free expository composition at an intermediate level.

21 CONVERSATION W Mr. Speros
Common idiomatic expression in everyday Spanish. Emphasis on oral expression and comprehension. Prerequisite: Spanish 20.

24 COMPOSITION S Mr. Speros
Intensive training in oral and written expression. Emphasis on idiomatic expression and translation. Prerequisite: Spanish 21 or equivalent.

25 CONTEMPORARY SPANISH-AMERICAN LITERATURE IN TRANSLATION S
Mr. Sosa
The current trends in Spanish-American literature with emphasis on the "new

novel"; Asturias, Borges, Carpentier, Cortazar, Garcia Marquez, Onetti, Rulfo, Vargas Llosa, et al. No prerequisites; no knowledge of Spanish required; suitable for interdisciplinary study.

26 SPANISH CIVILIZATION F
(Offered only in Madrid)
Aspects of Spanish civilization touching on historical, artistic, political, physical, and racial influences which have molded the Spanish culture. (Not offered in 1974-75.)

27 SPANISH-AMERICAN CIVILIZATION
Aspects of Spanish-American civilization touching on historical, artistic, political, physical and racial influences which have molded Spanish-American cultures. (Not offered in 1974-75.)

28 SPANISH LITERATURE FROM BEGINNINGS TO 1681 F
Mr. Sosa
Major works from El Cid during height of the Moorish period to end of the Golden Age. Special emphasis on Cervantes, Lope de Vega, and Calderon de la Barca. (In alternate years. Offered in 1974-75.)

29 SPANISH LITERATURE FROM 1700 TO PRESENT S Mr. Speros
A literary approach to history of Spain with reading of representative works from 1700 through present day. (In alternate years. Offered in 1974-75.)

30 SPECIAL STUDIES S Mr. Speros
Mr. Sosa
One author, one theme in literature or a group of works studied in depth, be it Peninsular-Spanish or Spanish-American literature. May be repeated for credit. (Not offered in 1974-75.)

31 SPANISH-AMERICAN LITERATURE FROM BEGINNINGS TO 1860 F
Mr. Speros
Literature resulting from conquest of the Aztecs, Incas, and Araucans; study of works from Colonial Period through first half of the 19th century. (In alternate years. Offered in 1975-76.)

32 SPANISH-AMERICAN LITERATURE FROM 1860 TO PRESENT S
Mr. Sosa
Post-romantic writers, poesia gauchesca, Modernism, Realism; recent literary trends from 1910 to the present. (In alternate years. Offered in 1975-76.)

33 PHONETICS AND PHONOLOGY W
Mr. Sosa
Spanish articulatory phonetics and its application to the phonological structure of the language: vowels, consonants, intonation patterns and regional differences. Corrective exercises for pronunciation difficulties; phonetics as a teaching device. (In alternate years. Offered in 1974-75.)

34 MORPHOLOGY AND SYNTAX W
Mr. Sosa
Major areas in the grammatical structure of Spanish that have greatest psychological variation from the English structure. (In alternate years. Offered in 1975-76.)

35 CONTEMPORARY DRAMA OF SPAIN F Mr. Speros
From Federico Garcia Lorca through the present day. (In alternate years. Offered in 1975-76.)

36 SPANISH NOVEL S
Mr. Sosa
The Spanish novel during the 19th and 20th centuries with emphasis on Realism, Regionalism, the Generation of '98. Modernism and contemporary prose. (Offered in 1974-75.)

37 CONTEMPORARY POETRY OF SPAIN F
From Federico Garcia Lorca through the present day. (In alternate years. Not offered in 1974-75.)

41 ADVANCED CONVERSATION F
Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of idioms and synonyms. Prerequisite: Spanish 24. (Not offered in 1974-75.)

44 CREATIVE COMPOSITION AND STYLISTICS F Mr. Speros
Assumes solid foundation in the elements of grammar and in basic writing. Critical literary and stylistic analysis of prose and poetry. Analysis of creative composition incorporating the principles of style. (Offered in 1974-75.)

45 SEMINAR FWS Mr. Speros
Mr. Sosa
Intensive investigation of a movement, one work, or an author. Winter 1974-75 Seminar on Federico Garcia Lorca.

HISTORY

Professor Zilversmit (Chairman); Associate Professors †Grossman, T. Moodie; Assistant Professors Douglas, Ebner, LeMahieu; Lecturer C. Moodie; Instructor Ticknor

Because history is a humanistic study as well as a social science, the Department of History offers preparation to individuals intent upon almost every career and profession. While the department especially offers a sound undergraduate foundation for students who wish to continue their study in graduate schools, it seeks to help students sharpen their critical faculties for any future calling.

While maintaining a strong core of offerings in European and American history, the department has opened up new areas and methods of historical inquiry. The department's offerings in Russian, African, and Latin American history are complemented by a series of courses experimenting with new approaches to history. Among the latter are courses in psycho-history, history and literature, and oral history. An area of particular interest to the department is the history of the North Shore region where the College is located. A project to record the history of this district is presently being developed, and when established it will provide advanced students the opportunity to participate directly in a significant historical enterprise. Similarly, because of its location near Chicago, the department offers field work in urban history.

Students majoring in history are expected to complete one course in the series of special studies (History 10), History 11b, and History 12a or 12b by the end of their sophomore years; they are also expected to complete a junior colloquium (which will introduce students to basic historiography and methodology) before undertaking advanced work. In addition, they are required to take at least one course outside the areas of modern

†Sabbatical leave of absence, 1974-75

European and American History (e.g., African, Latin American, Russian, Medieval History) and at least two courses at the 30 or 40 level. Participation in a senior seminar is strongly recommended for students planning to attend graduate school. The department takes special interest in encouraging senior thesis work leading to the awarding of the degree with honors.

10 SPECIAL STUDIES — NEW APPROACHES TO HISTORY

Colloquia designed to introduce a variety of innovations in the study of history. Topics vary according to instructor and student interest. Enrollment limited. Admission arranged with individual instructors; preference to freshmen and sophomores.

TOPICS FOR 1974-75

10-1 CHICAGO: PERSPECTIVES ON URBAN SOCIETY W Mr. Ticknor

An introduction to modern Chicago, highlighting the history of metropolitan growth, the contributions of city planning, and the varieties of work and residential life in the city. Field trips will be used to combine first-hand observation with descriptive and theoretical readings.

10-2 ETHNICITY IN AMERICA F Mr. Ebner

Immigration, ethnicity, and Americanization as factors in the development of the United States. Introduction to the "new" social history.

10-3 WAR AND SOCIETY IN EUROPE, 1914-1918 W Mr. Moodie

The consequences to European civilization of World War I.

10-4 REGIONAL, FAMILY AND ORAL HISTORY W Mr. Ebner

The study of "people history" through records and experiences of families and individuals. Theory and method of oral and family history plus field work in area.

11a EUROPE FROM RENAISSANCE TO REFORMATION F Mr. LeMahieu

Political, social, and intellectual developments shaping modern Europe from the age of discovery and colonization through the Protestant Reformation, the development of the state system, and the intellectual revolution of the 17th and 18th centuries.

11b MODERN EUROPE, 1789-1919 FS Mr. Moodie

The transformation of European society and politics beginning with the French and industrial revolutions. Emergence of the modern nation state and the political ideologies; era of the "new imperialism"; the crisis of order in the era of the First World War.

11c CONTEMPORARY EUROPE S Mrs. Moodie

European society and politics from the First World War through the Second World War and its aftermath. Emphasis on Central and Eastern Europe as well as Western Europe; rise of the Fascist and Communist systems; some attention to the social and cultural history of the period.

12a FOUNDATIONS OF THE AMERICAN REPUBLIC F Mr. Zilversmit

The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity.

12b MODERN AMERICA FS Mr. Ticknor

America's response to industrialism and its new role in foreign affairs.

20 SPECIAL STUDIES IN HISTORY

TOPICS FOR 1974-75

20-1 PSYCHOHISTORY W Mr. Grossman

Methods and assumptions of modern psychology and psychoanalysis as applied to the study of history and biography.

20-2 IMPERIALISM W

Examination of selected problems in imperialism. Discussion of selected readings. (Not offered in 1974-75.)

20-3 HISTORY AND LITERATURE S Mr. Moodie

Social history of Europe in the 19th century as seen through imaginative literature. Examination of social conditions and social change through readings: Balzac, Dickens, Zola. Prerequisite: History 11b. (Not offered in 1974-75.)

20-4 SOCIALIST THOUGHT W Mr. Moodie

Reading and discussion of the evolution of European socialist throught from the pre-Marxists to Lenin. Prerequisite: History 11b or permission of the instructor. (Not offered 1974-75.)

20-6 STUDIES ON REVOLUTION W Mr. Moodie, Mr. Zilversmit

Reading and discussion of works dealing with the French and American revolutions of the late 18th century, focusing on a comparison of the two experiences. Prerequisite: History 11a or 11b or 12a. (Not offered in 1974-75.)

20-7 AGE OF THE ENLIGHTENMENT W Mr. LeMahieu

Readings and discussion of major figures of the British and French enlightenments. Prerequisite: History 11b or permission of instructor.

21 THE ANCIENT WORLD S Mr. Grossman

Early civilizations of the Nile and Tigris-Euphrates River valleys; Greek civilization and its Roman heritors; origins and early development of the Christian church.

22a LATIN AMERICA: THE COLONIAL AND REVOLUTIONARY PERIODS F Mr. Douglas

Conquest, settlement, and development of the Spanish and Portuguese spheres in the New World, from the age of discovery through the national revolutions. The Iberian heritage, relations with Indians, and the emergence of a multi-racial society.

22b MODERN LATIN AMERICA S Mr. Douglas

Political, social, and cultural development of the Latin American societies from the middle of the 19th century to recent times. The effects of social revolutions, relations with the U.S., and the role of the military and the Church.

23a TUDOR-STUART BRITAIN F Mr. LeMahieu

Political, social, and intellectual history of Britain from the consolidation of the Tudor monarchy through the Reformation and 17th century revolutions to the Age of Walpole.

23b MODERN BRITAIN S Mr. LeMahieu

The transformation of British society and politics from the pre-industrial world to the emergence of the 20th century welfare state.

24 HISTORY OF RUSSIA F Mrs. Moodie

Survey of the political, social, and intellectual history of Russia from the Muscovite period to recent times. Emphasis on the role of the state; economic and social backwardness; relationships with the West; and revolutionary movements.

25 HISTORY OF AMERICAN EDUCATION W Mr. Zilversmit

A survey of significant themes in American educational history, dealing with both formal and informal methods of education. Emphasis on the era of progressive education.

26a DAWNING OF THE MIDDLE AGES W Mr. Grossman

Division of the ancient world into the civilizations of Islam, Byzantium, and Latin Christendom; origins and development of feudal society, and beginnings of the economic revival.

26b THE HIGH MIDDLE AGES F Mr. Grossman

Origins of the European political order; the medieval intellectual tradition; the crisis of the 14th and 15th centuries.

27 HISTORY OF AFRICA F Mr. Mojekwu

A survey of the social and political history of the people of Black Africa to the beginning of the colonial era. (Also offered as Politics 21.) Prerequisite for term in Africa.

28a MAKING OF BLACK AMERICA F Mr. Douglas

The history of Afro-Americans to the end of Reconstruction. The slave-trade, plantation slavery, and the Black response to bondage and emancipation. Comparisons with the Black experience in Latin America.

28b BLACK AMERICA IN TRANSITION S
Mr. Douglas

The Afro-American experience since Reconstruction. The origins of segregation, the northern migrations, the making of the urban ghettoes, the leadership of Garvey, DuBois, Malcolm X, and King.

30 JUNIOR COLLOQUIA

Introduction to basic historiography and methodology. Permission of instructors; preference to juniors and seniors.

TOPICS FOR 1974-75

30-1 SOCIAL AND ECONOMIC DEVELOPMENT OF EUROPE F Mr. Moodie

Reading and discussion of selected topics in European social and economic history since the industrial revolution. Attention to the newer methods of social and economic history. Prerequisite: History 11b.

30-2 SOCIAL CHANGE IN AMERICAN HISTORY S Mr. Ebner

Nature and consequences of social change in the American past. Special attention to historical interpretations of social change. Prerequisite: History 12a or 12b.

31 THE AMERICAN ECONOMY F
Mr. Ticknor

Economic growth of the United States from colonial times to the present. Prerequisite: History 12b, or Economics 11, or permission of instructor.

32 COLONIAL AMERICA F

The European colonial empires in the Americas. Emphasis on the transformation of the English colonies into a new American society, but consideration also of the Spanish, Portuguese, and French colonies. (Not offered in 1974-75.)

33 FEMINISM AND WOMEN'S LIBERATION W Mrs. Moodie

Examination of the place of women in 19th and 20th century European and American society and of the various types of movements for change. (Not offered in 1974-75.)

34a THE CITY IN HISTORY F Mr. Ticknor

An overview of urban history with particular emphasis upon placing the American city within its economic and cultural context.

34b MODERN URBAN HISTORY S
Mr. Ticknor

The modern American city and its problems, viewed in historical perspective. Some field work in the Chicago metropolitan area. Prerequisite: History 34a or permission of instructor.

35 EDWARDIAN ENGLAND W
Mr. LeMahieu

Readings and discussion of the political, social, and intellectual transformation of England from the death of Victoria to the First World War. Prerequisites: History 11b and permission of instructor.

36 LITERATURE, SOCIETY, AND DISSENT IN RUSSIA S
Mrs. Moodie

Examination of important aspects of Russian intellectual and social history of the 19th and 20th centuries through contemporary writings, including fiction. Prerequisite: History 24 or permission of instructor.

37 READINGS IN THE HISTORY OF MODERN FRANCE W Mr. Moodie

Selected readings and discussion on a tutorial basis on topics in the history of France since the Revolution. Specific topics to be arranged. Prerequisites: History 11b and junior standing, or permission of instructor. (Not offered in 1974-75.)

38 HISTORY OF MODERN GERMANY F

Historical development of Germany from Bismarck to the present. Prerequisite: History 11b or 11c. (Not offered in 1974-75.)

39 THE CUBAN REVOLUTION W
Mr. Douglas

The Revolution seen in the context of both Cuban history and the Carribean experience. Emphasis on the careers and ideologies of Castro and "Che" Guevara.

41a AMERICAN THOUGHT: THE EARLY YEARS F
Mr. Zilversmit

Roots of American thought; emphasis on Puritanism, the Great Awakening, the political ideology of the Revolution and its transformation in the early 19th century. Prerequisite: History 12a.

41b AMERICAN THOUGHT: THE MODERN ERA S
Mr. Zilversmit

The ideological response to the Darwinian Revolution and the new industrialism. Prerequisite: History 12b.

43 THE SOVIET EXPERIENCE S
Mrs. Moodie

The Russian Revolution and the society it created; attention to political and social history, ideological debates, the roles of Lenin and Stalin. Prerequisite: History 24. (Not offered in 1974-75.)

45 SEMINAR IN AMERICAN HISTORY

(Not offered in 1974-75.)

46 SEMINAR IN EUROPEAN HISTORY S
Mr. Moodie

1974-75: European Labor and Socialist Movements

48 EUROPEAN THOUGHT IN THE 19TH CENTURY S Mr. LeMahieu

Analysis of major European intellectual movements in the 19th century: Romanticism; Hegel and the Young Hegelians; Utilitarianism and its detractors; Marxism; the impact of Science; the Critics and Prophets. Prerequisites: History 11b and junior standing, or permission of instructor.

INTERDISCIPLINARY MAJORS

In lieu of a major in one academic discipline, a student may choose to concentrate in any one of ten interdisciplinary fields of study. All individual majors will be placed in one of these classifications. A student who wishes to elect one of these concentrations should confer with the chairman of the appropriate committee. The interdisciplinary concentrations offered are:

American Studies

Mr. Zilversmit (Chairman), Mr. C. Miller, Mr. Voss

Students wishing to expand beyond the limits of the traditional disciplines will find in the American Civilization program a range of studies wide enough to contain their interests. By providing an inter-disciplinary approach to the study of an entire civilization, the program searches for an understanding of the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature, and political institutions of the United States, and chooses, according to his interests, additional studies among the allied fields of anthropology, economics, fine arts, philosophy, religion, and sociology. The aim is not merely to collect course offerings from the various departments; rather, it is to enable the student to synthesize the entire American experience through his own work. Independent study, thus, is an important part of the American Civilization program.

The major consists of the following required courses: History 12a; English 29 b or c, Politics 23 or 31; History 41 a,b; and American Civilization 45 (senior seminar). Additional courses to be selected in consultation with the committee.

15 NATURE IN AMERICAN LIFE W Mr. C. Miller

An interdisciplinary examination of a crucial theme in America's development.

45 AMERICAN CULTURE S Mr. Zilversmit, Mr. A. Miller, and others

Seminar examining selected topics in American life from the viewpoints of several disciplines; discussions, research paper. Preference in enrollment for senior American Studies majors; others may enroll with instructor's permission. Topic 1974-75: The Immigrant Experience.

Area Studies

Mr. Van Hoey (Chairman), Mr. Mojekwu, Mrs. Moodie

This major serves students whose intellectual curiosity or vocational orientation (foreign service, business overseas, teaching, international organizations, governmental or para-governmental institutions concerned with population, nutrition, conservation, health, crime, etc.) would be furthered by the study of regions and countries outside the United States. It also opens for the student rich possibilities for exploring the potentialities of cross-disciplinary social science.

Individually tailored study plans, combining courses and independent study (tutorials and research), can take several forms, but in every case require three major papers. These papers are to be in-depth studies of topics chosen from three of the following fields of emphasis: the arts and literature, the history, the social structure, and the political life of the chosen area.

Present faculty and library resources are particularly favorable for studies on Africa, Latin America, Western Europe (France, Germany, the Netherlands), and faculty guidance is available for interests in Israel, Japan, the Soviet Union and Spain. Students who wish to examine the options which are open to them at present will wish to talk with the chairman of the committee as a first step toward outlining proper study plans.

Because several faculty members have sustained research experience in Africa, particularly Mr. Van Hoey, Mr. Mojekwu, Mr. Bower and Mr. Finnegan, emphasis within the Area Studies major is being given to African studies. It is intended for students whose present educational interests or future career goals (including teaching in Afro-American studies) veer toward knowledge of, and relations with, the new nations of the African continent. The program consists of courses which are structured in politics, sociology and anthropology, and history, complemented with tutorials and independent studies — possibly a term abroad in Africa. The proximity of Lake Forest College to the Africana Library at Northwestern University opens almost unlimited resources for the student's work in this field.

Course requirements for African Studies are: Hist 27 (A survey of African history); Pol 22 (Government and politics of Sub-Saharan Africa); SA 12 (Kinship); SA 21 (Groups and spheres of organization); Pol 44 (Senior Seminar: Modern Africa); plus three electives taken in the departments of History, Politics, Sociology and Anthropology, or sustained work in relevant foreign languages.

Behavioral Sciences

Mr. Glassman (Chairman), Mr. Finnegan, Mr. Watson

The Behavioral Sciences committee is particularly aware of the fact that most areas of a liberal arts curriculum are concerned in some way with elucidating human behavior. We are available to assist those who wish to undertake a deliberate examination of this broad issue or who wish to study any aspect of it. In addition to the possibility of guiding an official major in behavioral sciences, we want to help those who choose the usual disciplinary

majors to find courses relevant to their interests, to contact professors with similar interests, to find relevant material, etc. outside their major discipline. While the committee is particularly interested in developing individualized plans for study, we make the following suggestions for possible interdisciplinary study and invite discussion of specific course sequence and independent study options: Communication and language, nonverbal communication, human biological and social evolution, general systems theory, logic and method of social scientific investigation, comparison of humanistic with scientific inquiry, cybernetics and human-machine relationships, social impact of modern technology.

A major in Behavioral Science requires at least 8 courses, the program to be designed in consultation with the committee. One of these must be a course in scientific method, e.g., Psychology 26 or Sociology 31. A course in statistics is recommended, e.g., Mathematics 15 or Psychology 42.

Comparative Literature

Mr. Bennett (Chairman), Miss Cowler, Mr. Carlin

Comparative Literature has been established as in interdisciplinary major with the intention of broadening students' literary perspective by enabling them to explore more easily, systematically, and extensively the relationships among the many national literatures. A wide variety of studies is possible: the movement of ideas and literary forms from one country to another (the spread of Byronism from England to France and Russia, for example), the parallels between different writers writing in different places at the same time (Dickens, Balzac and Dostoevsky), the contrasts in literary climates in various nations (the Golden Age of literature in Spain compared to the English Renaissance).

Ordinarily a student would concentrate on two or more foreign literatures, or English and one or two foreign literatures. Obviously a first-hand knowledge of literature in the original language is imperative. Therefore students undertaking a major in comparative literature should, first of all, expect to develop a command of one literature (English, French, Spanish or German), taking at least the minimum requirements for a major in that literature. In addition, they would be expected to achieve a level of proficiency in a second language that will enable them to make the appropriate comparative studies. Adequate skill in reading a third language, though not required, would be an ideal complement.

Furthermore, a core of courses providing a common experience in comparative literature would be required: Masterpieces of Literature — Ancient and Medieval (English 20) would be the starting point, acquainting students with the archetypal works of literature in the Western tradition. Then, two courses in Continental Literature in Translation (English 28a,b) would provide a basic knowledge of European literature in the seventeenth through the nineteenth centuries, centuries crucial as background to modern literature. Since the scope of the major is great, students are urged to begin the core courses early and start or continue their study of the foreign languages at the same time.

Beyond this, students would be able to take a range of courses, choosing from a wide range of available electives. Courses that have been offered this past year include Classical and Biblical Mythology, Romanticism, Comedy and the Comic, Medieval Studies, and modern drama; those available in 1974-75 will be: Modern German Novel in Translation, Classical and Biblical Mythology, Modern Drama, French Literature in Translation, Contemporary Spanish American Literature in Translation, Medieval German Literature in Translation, History of Drama in the Western Tradition. Other highly desirable courses in such a program would be Esthetics (Philosophy 27), and Theory of Literature (English 44).

Students interested in such a program should consult with any member of the committee on Comparative Literature.

Environmental Studies

Mr. Weik (Chairman), Mr. Thompson (Acting Chairman), Mr. Louch, Mr. Moodie

An interdisciplinary concentration in Environmental Studies should include the following courses: BIOLOGY 12 (General Genetics), BIOLOGY 14 (Environmental Biology), and

BIOLOGY 31 (Special Problems in Ecology); CHEMISTRY 17 (Atoms, Molecules, and Matter), CHEMISTRY 18 (Chemical Equilibrium), and CHEMISTRY 19 (Rates, Energy, and Analysis); ECONOMICS 11 (Principles of Economics); MATHEMATICS 15 (Introduction to Probability Theory and Statistical Inference) or ECONOMICS 23 (Economics Statistics) and MATHEMATICS 17 (Introduction to Computer Science); and POLITICS 29 (Urban Politics and Administration).

The student is encouraged to choose from among other recommended courses according to his individual interests and with advice of the Committee on Environmental Studies. Among these are the following: BIOLOGY 21 (Vascular Plants), BIOLOGY 22a,b (Marine Biology), BIOLOGY 26 (American Forest), BIOLOGY 27 (Ornithology), and BIOLOGY 34 (Freshwater Algae); CHEMISTRY 12 (Environmental Chemistry), CHEMISTRY 22 (Structure and Function of Organic Molecules), and CHEMISTRY 29 (Biochemistry); MATHEMATICS 12a,b (Calculus); and SOCIOLOGY and ANTHROPOLOGY 34 (Demography).

The use of independent studies for topics of special interest to the student also will be encouraged. During the winter term of either the junior or senior year or during the summer between these two periods, the student will be encouraged to participate in an internship program to be arranged by the College with an appropriate environmental agency.

Health Sciences

Mr. Giere (Chairman), Mrs. Klingbeil, Mr. Coutts, Mr. Glassman, Mr. Runge

The Health Sciences Committee serves the student who believes that pre-professional or technical training will be best served by an interdisciplinary study. The students who may be accommodated by this program include those planning careers in any of the following vocations: dentistry, medicine, veterinary medicine, health physics, pharmacology, physiology, as well as laboratory technology in all of its various specialties.

The committee will endeavor to tailor a program to the needs of the individual student. It hopes to accomplish this by having the student apply to the chairman in a letter which describes his or her educational and career goals. The committee will then meet with the student and will mutually agree on the requirements for the Health Science concentration, taking into consideration any specific pre-professional course requirements as well as those which will be supportive of the major. The committee will meet in a counselling capacity with those students without definite career goals in order to assit in the formulation of the career goals. There will therefore be no "standard pre-professional curricula."

Humanistic Inquiry

Mr. Grossman (Chairman), Miss Bowen, Mr. Hansen

The function of the committee is to guide the student in developing a program in the humanities which bridges different disciplines. For example, a student might wish to plan a program culminating in a study of the art, history, literature and philosophy of a particular period; or the study of a style, such as the baroque, as it appears in art, music, and literature; or the study of an idea, such as gravity or love.

Interested students must submit for committee approval a study plan which defines the student's interests and goals, lists relevant courses and independent study projects and suggests faculty resources. Requirements will be mutually agreed upon by the committee, the student and his principal advisor (who need not be a member of the committee). Ordinarily, application should be made no later than the first term of the junior year.

International Relations

Mr. Galloway (Chairman), Mr. Moodie, Mr. Van Hoey

A student concentrating in International Relations is concerned with the approaches by various disciplines — politics, history, economics, sociology, and psychology — to the fundamental problems of war and peace. At Lake Forest College, we seek not only to develop an historical understanding of the causes of particular wars and underlying

conditions which may encourage future wars, but also to develop just solutions to some of the serious and tragic derangements of priorities in the current international system, e.g., the arms race, neo-colonialism, parochial nationalisms, and the denial of political and economic rights to peoples around the world.

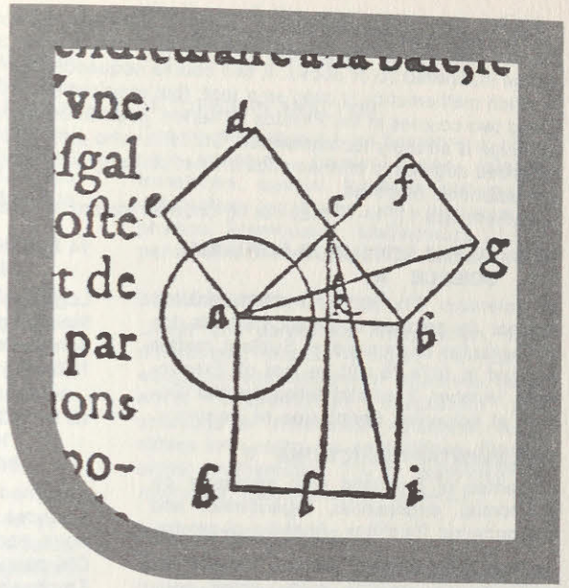
A student concentrating in International Relations will find his or her preparation excellent background for positions in government, especially in the foreign service and the United States Information Agency. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses are available. Futhermore, the major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Lastly, a few majors each year go on to graduate school in political science, law, or business administration.

The following courses are required in an International Relations concentration: Economics 11, Politics 11, 35, 36; History 11b,c or 12a,b; Sociology and Anthropology 11 or Psychology 12; a foreign language through the 21 course; and Politics 46. Four additional courses to be selected in consultation with the committee.

Scientific Inquiry

Mr. Shively (Chairman), Mr. Martin, Mr. Runge

The use of scientific methods and techniques shall be the basis for an investigation of a topic, whether it be scientific or humanistic. Examples of such kinds of projects might be: To explore the use of laser holography as a new art medium; the use of statistics and computer science to investigate a topic in sociology, economics, history, etc. Projects should be submitted to the Committee on Scientific Inquiry for approval.



MATHEMATICS

Professors Shively (Chairman), †Troyer; Associate Professor Smith;
Assistant Professors Cochran, Packel; Lecturer Hamann; Instructor Bopp

The Mathematics Department has a flexible program of courses both for students who wish to concentrate in mathematics and the sciences and for those whose major interests are in humanities and social sciences.

Students chosen for the Honors sections may complete the minimum requirements for the major in two rather than the usual three years. Advanced courses and independent study may then be started as early as the junior year.

Mathematics 15 and 16 constitute a two term sequence designed especially for students in the humanities and the social sciences. These two courses provide non-science majors with a background in modern mathematics which their respective disciplines require. No previous college mathematics is required as a prerequisite.

The Department of Mathematics uses all the facilities of the College Computer Center to integrate computer science and computer techniques into its courses. The Computer Center consists of a new PDP 11 computer with time sharing capabilities along with the usual peripheral equipment. The computer is used as a tool for the numerical solution of problems, and is utilized to augment the understanding of concepts and principles. It is also used for student and faculty research. A strong minor in computer science may be built around a core of courses consisting of Mathematics 17, 27, 34, and various independent study projects.

†Sabbatical Leave of Absence, 1974-75

The minimum requirements for a major in mathematics consist of Mathematics 12a, b; 21a, b, c; (or in the honors sequence 12Ha, b, c; 21Hb, c); 35a, b plus one additional course numbered 30 or above. A two course sequence outside of mathematics is required in which mathematics is used as a tool; this requirement will normally be completed by taking two courses in the Physics 12 series. In addition a reading knowledge of one foreign language is strongly recommended. Students who plan to enter graduate school to seek advanced degrees in mathematics almost certainly will complete Mathematics 41a, b; 45, and additional electives.

Mathematics 11, 14-17 may not be counted toward the major.

10 PROBLEMS SEMINAR IN ACTUARIAL SCIENCE W

An intensive 3½ week problem solving seminar to prepare qualified students for the actuarial examinations. Subject matter covered in 1974-75 will be that of Examination Number 2 administered by the Society of Actuaries. Permission of instructor.

11 ELEMENTARY FUNCTIONS F

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry.

12a CALCULUS I FW

The calculus of functions of one variable. Limits; continuity, differentiation and applications; a brief introduction to integration. Prerequisite: 3½ years of high school mathematics.

12b CALCULUS II S

The calculus of functions of one variable. Integration, infinite series, introduction to differential equations. Prerequisite: Mathematics 12a.

12Ha HONORS CALCULUS I F

Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, and their applications. Permission of instructor.

12Hb HONORS CALCULUS II S

Theory and applications of the calculus of functions of one variable. Integrable functions, infinite series, and introduction to differential equations. Permission of instructor.

12Hc LINEAR ALGEBRA W

Theory and application of vector spaces with emphasis on the vector spaces R^2, R^3, R^n. Linear independence, bases; dimension; the scalar product; lines and planes in R^3; systems of linear equations; linear transformations and matrices. Permission of instructor.

14 ELEMENTARY MATHEMATICS FOR HIGH SCHOOL TEACHERS

Logic; sets; functions; number systems and their properties. Introduction to transformation geometry. (Offered at Barat College in 1974-75.)

15 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE F

Designed for students in the social and life sciences. Finite probability theory, distributions, sampling, correlation and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines.

16 FINITE MATHEMATICS WITH APPLICATIONS S

Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Finite sets; permutations and combinations with applications to probability theory; vectors, matrices and linear programming; game theory; computing.

17 INTRODUCTION TO COMPUTER SCIENCE FW

The BASIC programming language, algorithms, and problem solving. Practical and theoretical exposure to computing concepts. Includes applications and examples from the humanities, social sciences, and physical sciences.

18 ELEMENTARY GEOMETRIC TOPOLOGY W

Networks: three houses and utilities puzzle, Knights tours, Konigsberg bridge problem, four color problem. Surfaces: sphere, torus, Klein bottle, Mobius band, classification problem, Eulers formula. Three dimensional spaces: knots, links, toroids, braids. (Not offered in 1974-75.)

19 MATRIX THEORY AND APPLICATIONS W

Operations with matrices: addition, multiplication, transpose, inverse; special matrices; solutions to systems of linear equations using elementary matrix operations; applications of matrices to problems in other fields. Prerequisite: Mathematics 12a or permission of instructor. (Not offered in 1974-75.)

21a,b,c LINEAR ALGEBRA AND MULTIVARIABLE CALCULUS FWS

Linear algebra, multiple integration and partial differentiation, Stokes and Green's theorems. A transition from elementary calculus to functions of real variables. Prerequisite: Mathematics 12a,b.

21Hb,c HONORS MULTIVARIABLE CALCULUS WS

Theory and application of functions of several variables. Derivatives, vector calculus, real valued functions, multiple integration, vector field theory. Permission of instructor.

22 DIFFERENTIAL EQUATIONS W

Techniques of solving ordinary differential equations including infinite series methods. Properties of linear systems and their interplay with vector space theory. Applications of differential equations. Prerequisite: Mathematics 12b.

25 NUMBER THEORY S

Mathematical induction, divisibility properties of integers, prime numbers, congruences. Prerequisite: Mathematics 12b or permission of instructor. (Not offered in 1974-75.)

27 TOPICS IN COMPUTER SCIENCE S

Varied computer topics which may include machine and assembly language, computer logic and design, data structures, sorting and searching, compilers, and a survey of current computers and languages. Prerequisite: Mathematics 17 or permission of instructor.

29 HISTORY OF MATHEMATICS W

A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis on contributions of the most prominent individuals associated with the development of mathematics. Permission of instructor.

33 TOPICS IN ANALYSIS

One or more topics from functions of complex variables, Fourier series, integral transforms, special functions and partial differential equations of mathematical physics. Prerequisite: Mathematics 21c or permission of instructor.

34 NUMERICAL ANALYSIS F

Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisite: Mathematics 21a or permission of instructor. (Not offered in 1974-75.)

35a,b ALGEBRA FS

Set theory, groups, rings, integral domains, fields, linear algebra. Prerequisite: A grade of "C" or better in Mathematics 21a or 12Hc, or permission of instructor.

36 GEOMETRY F

Selected topics from affine, Euclidean, non-Euclidean, projective and differential geometry. Prerequisites: Mathematics 35a or permission of instructor. (Not offered in 1974-75.)

37 MATHEMATICAL PROBABILITY S

Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 21a or permission of instructor. (Not offered in 1974-75.)

41a,b INTRODUCTION TO TOPOLOGY AND MODERN ANALYSIS

General topology. Also such topics as functional analysis, measure and integration, and differential geometry. Prerequisites: Mathematics 35a,b, and a grade of "C" or better in Mathematics 35b, and permission of instructor. (Not offered in 1974-75.)

45 SEMINAR

(Not offered in 1974-75.)

PHILOSOPHY

Professor Hansen (Chairman); Associate Professor Lessing; Assistant Professors Gean, Patel

Philosophy, "the loving pursuit of wisdom," is vitally related to many human activities. Some philosophers challenge and clarify assumptions that underlie beliefs, institutions, and behavior. Others are concerned with the meaning of human existence as revealed through significant experiences. Whether dealing with "academic" issues or deeply felt personal and social trials, they strive for truth through critical and speculative thinking marked by logical coherence, clarity, enlightenment, and authenticity.

The department emphasizes issues and techniques in attempting to help students develop a philosophic approach to their immediate situation, to their long range goals, and to the thoughts and actions of other human beings in the past, present, and future. Many courses are meant to serve all majors and be relevant to all modes of college and post-college life.

Most courses numbered 20 and above are open to students who have taken only Philosophy 11, 12, 13, 14, 15, or 16 (and in special cases this prerequisite may be waived by the instructor and chairman). Detailed descriptions and reading lists are posted on the departmental bulletin board prior to the term in which the courses are offered. Past syllabi and final examinations are available for perusal in Plato's Pit (Reid 208).

Majors normally must take Philosophy 20a,b, and c. No more than two of the courses numbered below 20 may be counted toward fulfilling the minimum of eight required for the major.

11 PHILOSOPHICAL THINKING FWS
Mr. Hansen, Mr. Gean

What kinds of problems do philosophers deal with? Where does one draw the line between philosophy and other ways of discovering truth such as science and religion? What is the value of philosophy? Questions discussed in conjunction with reading of major western philosophers such as Plato, Aristotle, Descartes, Berkeley, Hume, Mill and Ryle.

12 IMPOSSIBLE DREAMS S Mr. Lessing

Introduction to the philosophical imagination through readings of such classics as Plato's **Phaedo,** Spinoza's **Ethics,** Nietzsche's **Zarathustra,** Buber's **I and Thou.**

13 REAL AND IDEAL F Mr. Patel

What kind of realities can be molded to human ideals? Which of these ideals have a realistic basis? How are ideals justified? In relation to the thought of such philosophers as Plato, Schopenhauer, Santayana, Royce, Russell, and Radhakrishnan.

14 HUMAN LAW S Mr. Patel

Conceptual basis of law examined through theoretical statements and actual case studies. Criminal law, civil law, judicial reasoning, evidence, punishment, legal enforcement of morality, moral justifiability of law, civil disobedience.

15 INTRODUCTION TO EXISTENTIALISM W Mr. Lessing

Existential moods and visions from Kierkegaard and Nietzsche to the contemporary writings of Heidegger, Sartre, Camus, and Merleau-Ponty. (Not offered in 1974-75.)

16 STUDIES IN JEWISH PHILOSOPHY F
Mr. Lessing

Jewish philosophy from the world-view of Torah through Philo, Saadia, Maimonides, Crescas, and Spinoza into the modern period of Rosenzweig, Buber, Heschel, and Fackenheim.

20a ANCIENT GREEK PHILOSOPHY F
Mr. Hansen

Nature of reality, knowledge, morality, and the ideal life traced from the pre-Socratics through Plato, Aristotle, and post-Classical thinkers to its emergence in medieval philosophy. Major focus: methods and world-views of Plato and Aristotle.

20b RATIONALISM AND EMPIRICISM S
Mr. Gean

17th and 18th century European philosophers. The divergent positions of Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume culminating in the synthesis of Kant.

20c CONTINENTAL PHILOSOPHY: HEGEL TO BERGSON F
Mr. Lessing

Idealism, romanticism, existentialism, and vitalism. Readings in Hegel, Kierkegaard, Schopenhauer, Marx, Nietzsche, and Bergson.

21 SYMBOLIC LOGIC F Mr. Gean

Principles and practice of modern formal logic, with some consideration of broader philosophical issues. Suited to students of humanities and social sciences as well as natural sciences and mathematics. No prerequisite.

22 PHENOMENOLOGICAL STUDIES W
Mr. Lessing

Theory and practice of the phenomenological method demonstrated in case studies of individual lives (Van Gogh, Sartre, Marilyn Monroe) or particular experiences (dying, love, despair). No prerequisite. (In alternate years. Offered in 1975-76.)

23 MORAL INQUIRY S Mr. Patel

Problems concerning moral identity, action, and relativism. The scope and value of reason in moral inquiry explored in terms of historical traditions and the current moral climate.

24 PRAGMATISM AND NATURALISM S
Mr. Hansen

Original philosophic thought in the United States in the latter 19th and early 20th centuries. Main themes of "classical American philosophy" through selected writings of Peirce, James, Royce, Dewey, Santayana, and Whitehead. (In alternate years. Offered in 1974-75.)

25 NIHILISM/PARADISE: PHILOSOPHY IN LITERATURE S Mr. Lessing

The significance of hopelessness and paradise as illuminated in works by Dostoevski, Euripides, Camus, DeSade, T.S. Eliot, Elie Wiesel.

26 PHILOSOPHIES OF INDIA F Mr. Patel

Identity of the self and the not-self. Classical systems of Hindu and Buddhist philosophies approached through central concerns of Indian thought. (In alternate years. Offered in 1974-75.)

27 ESTHETICS: REFLECTIONS ON ART W Mr. Hansen

Understanding the creative process, the nature of art works and appreciation, and the foundations of esthetic criticism. Critical examination of the theory that art expresses emotion. Discussion based on contemporary writings and student involvement in creating and perceiving art.

28 PHILOSOPHY OF RELIGION W Mr. Patel

The complex and persistent force of religion in individual and social concerns examined in terms of mystical and numinous experiences, theistic and non-theistic religions, Eastern and Western conceptions of religion, the role of reason in religion, the power of religion to give meaning to human life. (In alternate years. Offered in 1975-76.)

29 FEMINISM: PHILOSOPHICAL ISSUES W Mr. Gean

Topics: nature and basis of women's oppression; concept of rights in relation to women's situation; critique of goals of feminism; human liberation. No prerequisite.

30 DIALOGUE

Traditional and non-traditional philosophic areas not covered elsewhere in the curriculum. Topics determined after consultation with students. Non-majors invited. (Not offered in 1974-75.)

31 MODERN ENGLISH PHILOSOPHY F Mr. Gean

Movements in England since 1900. Current topics in philosophy of mind, ethics, epistemology, and metaphysics discussed in relation to their treatment by Russell, Moore, Wittgenstein, Ryle, Austin, and Strawson. Prerequisite: Philosophy 20b or permission of instructor. (In alternate years. Offered in 1974-75.)

32 PHENOMENOLOGY AND EXISTENTIALISM S Mr. Lessing

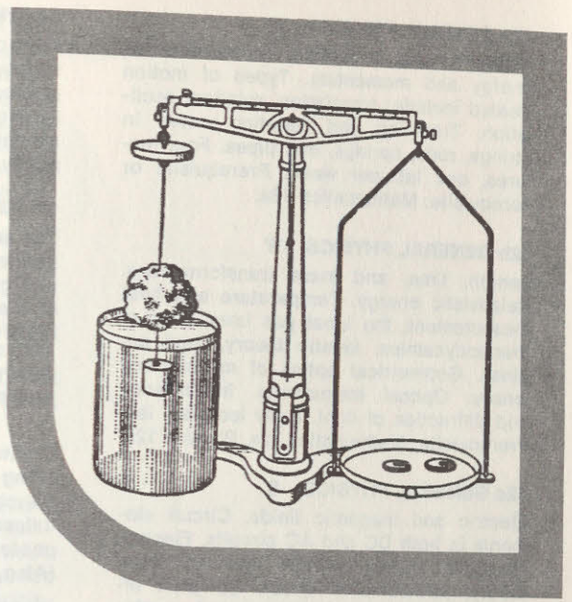
20th century Continental philosophers and the primacy of "lived existence" for reflecting on decision, suffering, absurdity, estrangement, and intimacy. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Camus, Jaspers, and Merleau-Ponty. (In alternate years. Offered in 1975-76.)

33 PHILOSOPHY OF SCIENCE S Mr. Gean

Selected philosophical problems in understanding the character of scientific explanations, theories, and laws. (In alternate years. Offered in 1974-75 as a colloquium with Mr. Faber of the Department of Physics. Topic: Reductionism in psychology, biology, and physics.)

40 SYMPOSIUM

Seminar primarily for junior and senior majors, though open to non-majors with the instructor's permission. Special topic chosen for each year after consultation with majors. (Not offered in 1974-75.)



PHYSICS

Professors Donnally (Chairman), R. Faber, Jeong; Assistant Professors Davis, Owens

Physics is an important part of the total of modern man's knowledge. Study provides insight into this role of physics in the continuing development of our culture with respect to both the external environment of man and the development of contemporary thought.

Physics 12 is the introductory sequence which should be taken by those students majoring in the physical sciences and by those students who desire a more detailed quantitative study of physical principles and phenomena.

Courses numbered 14 through 19 are topical courses designed for students not majoring in the sciences who want to explore physical principles on a less detailed level and with some attention to the relation of physics to other human endeavors.

The major includes 12a,b,c and 21. Courses numbered from 14 through 20 will not normally count toward the major requirements in physics, but in special cases, such as a late decision to major in physics, exceptions may be made to this rule by the department chairman.

12a GENERAL PHYSICS F

Newton's laws of motion, conservation of energy and momentum. Types of motion treated include: translation, rotation, oscillation. Traveling and standing waves in strings, rods, springs, and pipes. Four lectures, one lab per week. Prerequisite or corequisite: Mathematics 12a.

12b GENERAL PHYSICS W

Length, time, and mass transformations. Relativistic energy. Temperature and heat measurement, the ideal gas laws, laws of thermodynamics, kinetic theory, heat engines. Geometrical optics of mirrors and lenses. Optical instruments. Interference and diffraction of light. Daily lectures; lab. Prerequisite: Mathematics 12a, Physics 12a.

12c GENERAL PHYSICS S

Electric and magnetic fields. Circuit elements in both DC and AC circuits. Electromagnetic waves. Atomic spectra, Bohr theory, photoelectric effect, Compton effect, uncertainty principles, and matter waves. Four lectures, one lab per week. Prerequisite: Mathematics 12a and Physics 12a.

14 SPACE, TIME, AND MOTION W

The revolutionary views of the world put forth by Galileo, Newton, and Einstein. Four hours of lectures, one lab per week.

15 ELECTRICITY

Charges at rest and in motion. Electrical circuits, electrostatics, magnetic phenomena. The work of Faraday, Oersted, Coulomb and others. Four lectures, and one lab per week. Prerequisite: Physics 14.

16 LIGHT, SOUND, AND THE WORLD OF WAVES

Behavior of waves, including water, sound, and radio waves, and light. Optics of lenses and mirrors. Musical instruments. Daily lectures; lab.

17 THE MICROWORLD

Atoms and subatomic particles and how we have studied them. The strange attributes of this invisible world such as the uncertainty principle, which affect the structure of the world we see. Prerequisite: Physics 14.

18 THE ENERGY CRISIS F

How can the world's growing demand for energy by satisfied? Merits of present and proposed energy conversion methods: Problems with regard to environmental degradation, distribution, storage, cost, availability.

19 ASTRONOMY AND COSMOLOGY F

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies; and the structure and origin of the universe. Four meetings per week; observations as weather permits.

20 THE PHYSICS AND THE ART OF PHOTOGRAPHY W

Mr. Donnally, Mr. Mitchell

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Also listed as Studio Art 20.)

21 ATOMIC AND NUCLEAR PHYSICS F

The structure of atoms and nuclei from the viewpoint of theory and experiment, including an introduction to the quantum theory. Nuclear reactions and models of the nucleus. Elementary particles. Four lectures, one lab per week. Prerequisite: Physics 12b and c, and Mathematics 12a.

23 THERMODYNAMICS W

Fundamental ideas of temperature, heat, equilibrium, and entropy. Primarily macroscopic, but with some emphasis on the microscopic; statistical basis of thermodynamics. Prerequisite: Physics 12b and Mathematics 12c. (In alternate years. Offered in 1974-75.)

24 ELECTRONICS F

Transistors, diodes, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, computing circuits. Electronic instruments and measurements. Four lectures per week; lab. Prerequisite: Physics 12c.

25 ANALYTICAL MECHANICS S

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations and wave motion. Prerequisite: Mathematics 12a,b, and Physics 12a.

31a,b ELECTRICITY AND MAGNETISM FS

Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic field of a steady current and the microscopic theory of magnetic properties of matter; Maxwell's equations; radiative phenomena; electrodynamics and elements of modern optics. Four lectures, one lab per week. Prerequisite: Physics 21.

41 ADVANCED ANALYTICAL MECHANICS W

Emphasis on generalized coordinates. Newtonian, Lagrangian, and Hamilton-Jacoby theories in mechanics. Prerequisite: Physics 25 and Mathematics 21a. (In alternate years. Offered in 1975-76.)

42a,b QUANTUM MECHANICS FS

Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Five classes per week for 42a. Four classes, one lab per week for 42b. Prerequisite: Physics 21 (or permission of instructor) and Mathematics 21a.

POLITICS

Associate Professor C. Miller (Chairman); Associate Professors Galloway, D. Montgomery, Mojekwu; Assistant Professors Fischer, Rosch; Instructors Nelson, Peterson

In a democracy, a knowledge of government and politics is essential to the performance of good citizenship. Democracy can work only if the people assume their share of working at it with understanding and with patience. Thus part of the requirement for students majoring in politics is an understanding of American national politics, of constitutional law or civil liberties, and urban politics. Besides American politics, there are three additional divisions of the major. Students must take one of the comparative government courses in order to become familiar with the political and legal institutions and processes of other countries. Students must also take the course in world politics to understand how values are allocated in a system where there is no single government or state. And students of politics must grasp the thought of major political philosophers down through the ages for they enliven our understanding of the ways to think about the perennial questions of politics.

Those who are interested in the study of politics for career preparation will find a major in politics sound training for government service, journalism, business, and, of course, practical politics. Many politics majors attend law school or graduate programs in political science or business administration.

The major includes as a minimum Politics 11; 12; 15 or 16; 23, 24, or 27; 31 or 32; 33; 35. Politics 11 is a prerequisite for all courses and Politics 12 is a prerequisite for all American Politics courses in the department unless waived by the instructor and the chairman. With the permission of the chairman, students may meet some of their requirements through independent studies or internships.

11 INTRODUCTION TO POLITICS FS

Basic political concepts through the integration of methodology, political philosophy and political behavior. Topics include the states, participants and values in political activity, the nature of power, and a general overview of political structures and functions. Prerequisite for all other courses in department.

12 AMERICAN POLITICAL INSTITUTIONS WS Mr. Fischer and Staff

A general overview of American politics. Topics include, the origins of the system, the basic institutions of the American government, the role of political parties and interest groups and the evolution of constitutional interpretation. Prerequisite for all other courses in American Politics.

15 COMPARATIVE EUROPEAN CONSTITUTIONAL SYSTEMS WS Mr. Mojekwu

The government and politics of Great Britain, France and West Germany.

16 COMPARATIVE COMMUNIST SYSTEMS FS Mr. Peterson

Totalitarian political systems of the Soviet Union, Eastern Europe, and Communist China.

17 NON-WESTERN POLITICS W Mr. Mojekwu

Individualized study of special topics relating to non-Western nations in Africa and Asia. Topics may include "Economic Imperialism and Neo-Colonialism," "Industrial Development and Ecology," "Modernization and Social Change." Prerequisite: Permission of instructor.

21 GENERAL SURVEY OF AFRICAN HISTORY F Mr. Mojekwu

A survey of the social and political history of the peoples of Black Africa to the beginning of the colonial era. (Prerequisite for Politics 22 and 44 and for term abroad in Africa.)

22 GOVERNMENT AND POLITICS OF SUBSAHARAN AFRICA S Mr. Mojekwu

An examination of the emergence of new nations from colonial status; the problems of nation-building. Prerequisite: Politics 21 or permission of instructor.

23 POLITICAL PARTIES S Mr. Fischer

American parties, pressure groups, and electoral problems. Prerequisite: Politics 12.

24 THE PRESIDENCY S Mr. Fischer

An analysis of the executive in national government. Prerequisite: Politics 12.

27 THE LEGISLATIVE PROCESS W Staff

The organization and roles of Congress in the American political system. Comparative material on state legislatures and foreign parliaments also will be examined. Prerequisite: Politics 12.

28 AMERICAN FOREIGN POLICY F Mr. Galloway

The roles of culture, history, the separation of powers, and various elites and interest groups in making foreign policy; problems of morality, rationality, and the national interest; chronological survey of various issue areas since World War II.

29 URBAN POLITICS AND ADMINISTRATION F Mr. Fischer

The city in America: problems of political and social organization; the place of the city in the greater metropolis.

31 AMERICAN CONSTITUTIONAL LAW F Mr. Miller

A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

32 CIVIL LIBERTIES S Mr. Miller

Twentieth-century problems in civil liberties and civil rights studied as the intersection of law and politics.

33 TOPICS IN POLITICAL PHILOSOPHY F Mr. Miller

Selected themes and thinkers in western political philosophy from Plato to the present.

35 WORLD POLITICS F Mr. Galloway

Continuity and change in international relations; consideration of the causes of war and the conditions of peace.

36 PEACE RESEARCH AND WORLD ORDER S Mr. Galloway

Theories of imperialism and neo-colonialism; case studies; the prospects for modernization; consideration of various models of world order in the Third World and in North-South relationships.

37 PROBLEMS IN AMERICAN POLITICS F Staff

An in-depth study of a particular public policy issue. Prerequisite: Politics 12. (Not offered in 1974-75.)

38 GOVERNMENT AND POLITICS OF LATIN AMERICA W Mr. Galloway

Political systems of contemporary Latin America with emphasis on selected countries for in-depth study.

39 INTERGOVERNMENTAL RELATIONS F Mr. Montgomery

The course examines the theory of complex relationships between Federal, State and Local Governments. Case study material, Congressional hearings, and several intergovernmental task force reports will be utilized. Current programs including the model cities programs and the economic development program to rural areas will be studied.

41 THE MULTINATIONAL CORPORATION W Mr. Galloway

A study of the roles of multinationals vis-a-vis nation states and the processes of development and underdevelopment.

44 SEMINAR ON MODERN AFRICA W Mr. Mojekwu

An interdisciplinary seminar to survey major problems confronting modern African states. Prerequisite: Politics 21 or permission of instructor. (Not offered in 1974-75.)

46 SEMINAR ON THE MIDEAST S Mr. Nelson

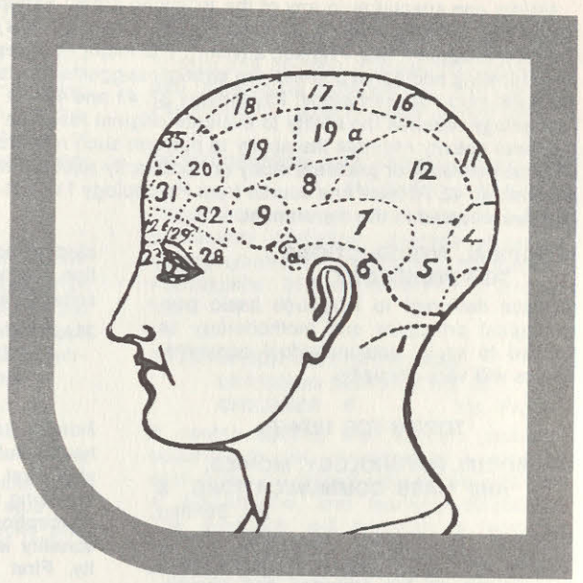
Comparative politics of the states in the Mideast; examination of international issues in the Mideast and the prospects for peace and modernization.

47 URBAN POLITICS INTERNSHIP PROGRAM W Mr. Fischer

Relates theory to practice by situating students in municipal agencies and community pressure groups in the northeastern Illinois urban environment. Prerequisite: Politics 12.

48 THE LEGAL PROCESS W Mr. Rosch

An introduction to the functions of the legal system in the United States. Study materials will include the complete records of an actual lawsuit as well as essays, articles, and other critical writings. Prerequisite: Politics 12.



PSYCHOLOGY

Professors Forgus, (Chairman) Krantz; Associate Professors Behling, Glassman; Assistant Professors Frankel, Markle, Michaels, Riger; Instructor Heaston

The program of the Lake Forest College Psychology Department focuses on the scientific study of behavior. It is the goal of the department to use this study not only to develop the intellect of its students and faculty, but also to develop their sensitivity and wise responsiveness to human problems. The faculty sees psychology as an empirical approach which is to be used toward the understanding of the tasks of life.

The department strongly emphasizes the study of psychology as preparation for those persons who plan to enter graduate school, to become psychological workers, or to join related professions. Psychology students at Lake Forest have established a successful record in this regard. The department equally is committed to offering meaningful programs for students who do not intend to utilize psychology professionally.

The program concentrates on experimental and theoretical courses, practical experience, and heavy involvement in independent study. Close faculty-student contact is maintained. The ability of the student to direct and motivate himself or herself is respected. Faculty in the department believe that students learn best by actively doing, and they encourage work in actual research and service settings.

The department sponsors a chapter of Psi Chi, national honorary society of psychology. The Psychological Services Center, operated out of the department, is an example of the department's involvement in the total life of the campus.

Majors can specialize in any of the following areas: Experimental (Ms. Michaels, advisor); Social (Mr. Behling, advisor); Community (Ms. Riger, advisor); Clinical (Mr. Forgus, advisor); Child Development (Ms. Frankel, advisor). The major requires Psychology 26, 31 and 32. The following additional courses are strongly suggested for students planning to undertake graduate study in psychology: Psychology 37, 41 and 42. All professional activity in psychology requires the ability to evaluate original research literature, and much professional activity requires the ability to perform such research. Therefore, applications for professional work or graduate study are ordinarily rejected without study equivalent to Psychology 42. At least one course from Psychology 11-1, 11-2, 11-3, or 12 is prerequisite to all other courses in the department.

11 TOPICAL INTRODUCTIONS TO PSYCHOLOGY

Courses designed to introduce basic psychological principles and methodology as applied to social and individual concerns. Topics will vary annually.

TOPICS FOR 1974-75

11-1 SOCIAL PSYCHOLOGY, MOVIES, AND MASS COMMUNICATIONS S
Mr. Behling

Influence of movies, television, newspapers, and other organs of mass communications on the attitudes and personality of their audiences; basic perceptual principles as means of understanding the emotional impact of movies and TV; analysis of psychological themes in movies.

11-2 PSYCHOLOGICAL FACTORS IN SPORTS W Mr. Markle

Individual differences in athletic performance, particularly on the professional level; examined primarily from the vantage point of personality, but also from the research and theory of perception, learning, physiology, development, social, and abnormal psychology.

11-3 THE PSYCHOLOGY OF HUMOR AND AGGRESSION F
Mr. Glassman

Consideration of these two human characteristics in terms of rationality vs. irrationality, learning and instinct, the structure of motivations, the ability to perceive. What are the origins of these characteristics; how are they related; can psychology help solve practical problems of aggression in man?

12 SURVEY OF PSYCHOLOGY FWS
Mr. Behling, Mr. Forgus, Mr. Glassman, Mr. Krantz, Mr. Markle, Ms. Michaels

A review of contemporary psychology, including considerations of learning, perception, motivation, emotion, development, personality, and social interaction.

21a,b DEVELOPMENT OF PERSONALITY FWS; W
Mr. Behling, Mr. Forgus, Mr. Markle, Ms. Riger

Human development; potentialities for health, full functioning, growth, and creativity. First term: foundations of personality, stressing the development of the child from conception to puberty. Second term: personality issues of adolescence and maturity. First term is prerequisite to second.

21c EDUCATIONAL PSYCHOLOGY S
Mrs. Borth

Principles of psychology as applied to the learning process, learning situation, learner and teacher. (Also listed as Education 21c.) Open to underclassmen, but preference given to juniors and seniors.

22 ORGANIZATION & INDUSTRIAL PSYCHOLOGY S Ms. Riger

The human side of management: theories and techniques of analysing group processes, leadership styles, problem-solving, and change in complex organizations. Various laboratory training procedures used to highlight concepts and skills.

23 PSYCHOLOGY OF WOMEN S
Ms. Riger

Socio-psychological approach to personality development of the contemporary American woman. Focus will be on the formation of sexual stereotypes of femininity and masculinity, sex-role attitudes and behavior, and their consequent psychological ramifications.

25 PSYCHOLOGY OF RACISM S
Ms. Heaston

Psychological dynamics of racism as they affect the majority and minority populations of the United States.

26 CONCEPTUAL AND QUANTITATIVE FOUNDATIONS OF PSYCHOLOGY FS Mr. Krantz

Examination of assumptions underlying psychological theorizing, research, methodology, and quantification. Application of research techniques and conceptual measurement.

27 ABNORMAL PSYCHOLOGY F
Mr. Markle

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 21a or permission of instructor.

28 SOCIAL BEHAVIOR: INDIVIDUAL PROCESSES W Mr. Behling

The individual in society: the social psychology of communications, the study of the formation and alteration of social perceptions and attitudes.

29 SOCIAL BEHAVIOR: GROUP PROCESSES F Mr. Markle

The individual in society: social psychology of institutions, crowd behavior, mass movements, and social change.

30 DIAGNOSTIC TECHNIQUES OF PERSONALITY EVALUATION W
Ms. Frankel

Personality structure and dynamics through projective techniques and psychometric tests of intelligence. Supervised experience in administering, scoring, and interpreting. Emphasis on diagnostic procedures and appropriate recommendations for treatment. Prerequisite: Psychology 21a or permission of instructor.

31 BASIC PROCESSES: PERCEPTION AND COGNITIVE DEVELOPMENT FS
Ms. Michaels

Principles of the development and origination of perception, learning, and thinking with emphasis on their interrelationship. Prerequisite: Psychology 26 or permission of instructor.

32 BASIC PROCESSES: LEARNING WS
Ms. Michaels, Mr. Glassman

The experimental study of learning and its relation to motivation and perception. Comparison of learned and instinctual processes in man and animals. Behaviorist, cognitive, and ethological approaches. Prerequisite: Psychology 26 or permission of instructor.

33 MOTIVATION AND PERSONALITY WS
Mr. Behling, Mr. Forgus

Origin and arousal of motives in human personality, including coverage of human values, emotions, conflicts, and frustrations. Prerequisite: 21a or permission of instructor.

34 BEHAVIOR DISORDERS AND LEARNING DISABILITIES IN CHILDREN F Ms. Frankel

A course dealing with specific problems occurring in early development — covering such areas as mental retardation, emotional disturbance, and learning disabilities. The approach will be both in terms of special diagnostic problems and specific methods of treatment including play therapy and classroom techniques for facilitating learning. Field experience will also be required. Prerequisite: 21a or permission of instructor.

37a,b PHYSIOLOGICAL PSYCHOLOGY FW Mr. Glassman

How the brain participates in psychological processes: perception, motivation, learning, movement, language, consciousness. Similarities and differences between nervous systems and computers; related philosophical issues. Lab includes experiments testing relations between brain stimulation, recording, and ablation and animal behavior; also an experiment on "biofeedback" in humans. First term concerned with developing knowledge of fundamentals and with basic lab experience; second term includes an independent research project and seminar discussions of theories of brain function.

38 SEMINAR: CONSCIOUSNESS S
Mr. Glassman

Writings of psychologists and other thinkers dealing with perception of the world and perception of the self and with the development of these abilities in the individual; discussion of altered states of consciousness.

41 MODELS OF MAN F Mr. Krantz

Differing views of man presupposed by psychological theory; emphasizes machine, cognitive, irrational, and existential images of man. Historical, philosophical and psychological analysis; directions and growth of psychological thought. Prerequisite: Senior standing or permission of instructor.

42 DESIGN AND ANALYSIS OF EXPERIMENTS W Ms. Michaels

Experimental design, statistical inference, and quantitative methods with emphasis on basic statistical concepts and computer applications. Prerequisite: Psychology 26 or permission of instructor.

43-1, 2 RECENT ISSUES IN PERSONALITY FW Mr. Krantz, Ms. Riger

Examinations of contemporary research and controversies relating to human personality. Open to junior and senior psychology majors and others with permission of instructor. Topics will vary annually. In 1974-75, study will concentrate on community psychology, including applications, also madness and institutions.

44 CLINICAL PSYCHOLOGY AND TECHNIQUES F Mr. Forgus

Assessment and therapeutic techniques used by clinical psychologists. Open to junior and senior psychology majors and others with permission of the instructor.

45 SEMINAR: COGNITION S Ms. Michaels

A continuation of Psychology 31. Considers recent advances in cognitive psychology including current conceptualizations of the mind/body problem, cognitive symmetry, and the relationship between cognitive site: Psychology 31 and the permission of the instructor.

46 SEMINAR: COMMUNICATIONS AND INFLUENCE S Mr. Behling

Recent research in the social psychology of interpersonal and mass communications, with emphasis on techniques of communication, empathy, and influence. Prerequisite: Either Psychology 28 or 29.

48 PRACTICUM: RESEARCH AND APPLICATIONS FWS Ms. Riger

Supervised practice in applying psychological principles in research or service settings. Open to junior and senior psychology majors with permission of instructor. (Because the practicum experience varies, students may be permitted to repeat.)

49 DIALOGUE: PSYCHOTHERAPY AND COMMUNITY PSYCHOLOGY S Ms. Frankel, Mr. Markle

Examination of the differences between humanistic and behavioral approaches to psychotherapy. Theory, practice, research, and community applications will be explored by two instructors, each presenting a different point of view. Open to junior and senior psychology majors.

RELIGION

Professor Bartlett; †Associate Professor Cole (Chairman); Assistant Professor Patel; ‡Lecturer, R. Miller

Courses in the Department of Religion are intended to offer students some understanding of religious thought, art, and literature, to examine the interrelationships between religious expressions and the particular cultural matrix in which they have taken form, and to develop the appropriate tools of analysis for the study of religious literature and history. It is not the purpose of the department to indoctrinate or propagandize, but rather to help equip students to make sound judgments for themselves in an atmosphere of free and serious inquiry, with an academic concern for the application of scholarly methods and the results of modern scholarship.

Some students will be interested in undertaking more extensive work in the department, either because of the perspectives which religion offers for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider an individual major program which would combine work in the Department of Religion with work in one or more other departments. (It should be noted that leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students with regard to appropriate patterns of course work to fit their interests or pre-professional needs.

Most courses in the department are open without prerequisite to any interested student.

†Sabbatical Leave of Absence, Winter and Spring terms, 1974-75
‡Part-time teaching, 1974-75

10 RELIGION: SEARCH FOR MEANING W
Mr. Bartlett

Inquiry into the nature of religious concern, the needs and interest religion serves, the validity of religious attitudes. Readings from varied sources, discussion and student writing. Similar in purpose to Religion 20, but restricted to freshmen.

11 HEBREW SCRIPTURES AND HISTORY F

Religious literature of ancient Israel examined in relation to Israel's cultural and historical development. Readings in the Hebrew Scriptures, with comparative readings in the literature of some parallel Near Eastern communities.

12 NEW TESTAMENT LITERATURE AND HISTORY S

The teachings and ministry of Jesus, emergence of the Christian movement, and changing expressions of early Christian faith, examined through the New Testament and studied against its historical, cultural, and ideological background.

13 MOTIFS IN BIBLICAL LITERATURE S
Mr. Cole

Major motifs in the Bible and their historical development through the Old and New Testament periods, with special attention to those themes which are important in later literature and art. (Not offered in 1974-75.)

14 JESUS IN MYTH AND HISTORY W
Mr. Cole

Various portraits of Jesus, from New Testament gospels and non-canonical "gospels" through treatments in the art of Byzantine and later periods, to recent portrayals in literature, film, rock opera. Attention also to contemporary scholarly attempts to reconstruct the historical Jesus. (Not offered in 1974-75.)

15 EAST-WEST DIALOGUE IN RELIGION W
Mr. Patel

Hindu and Buddhist religious experience in the East, Judeo-Christian experience in the West. (In alternate years. Offered in 1974-75.)

16 LIVING RELIGIONS: HINDUISM AND BUDDHISM F Mr. Patel

Introduction to religions which had their origin in India, with readings from their scriptures. (In alternate years. Not offered in 1974-75.)

17 LIVING RELIGIONS: THE FAR AND MIDDLE EAST S Mr. Bartlett

Introduction to religions of China, Japan and the Middle East, especially Confucianism, Taoism and Islam. Readings from the scriptures. (In alternate years. Not offered in 1974-75.)

18 LIVING RELIGIONS: JUDAISM

Introduction to Jewish thought, faith and practice, in both historical development and contemporary forms. (In alternate years. Not offered in 1974-75.)

19 LIVING RELIGIONS: CHRISTIANITY F
Mr. Bartlett

Introduction to Christian thought, faith and practice, in historical development and contemporary forms. Readings from representative expressions. (In alternate years. Offered in 1974-75.)

20 RELIGION: SEARCH FOR MEANING F
Mr. Bartlett

Similar to Religion 10, but employing more advanced readings. Not open to freshmen or students who have taken Religion 10.

26 THEOLOGICAL INVESTIGATION S
Mr. Bartlett

Study of a man, school, or issue in theology or constructive religious thought, with emphasis on student participation. Topic for 1974-75: Christian Orthodoxy, past and present.

27 JUDAIC AND CHRISTIAN ETHICS W

Responsible application of love and justice in dealing with the needs and interests of men and groups.

28 HEBREW PROPHETS W Mr. Cole

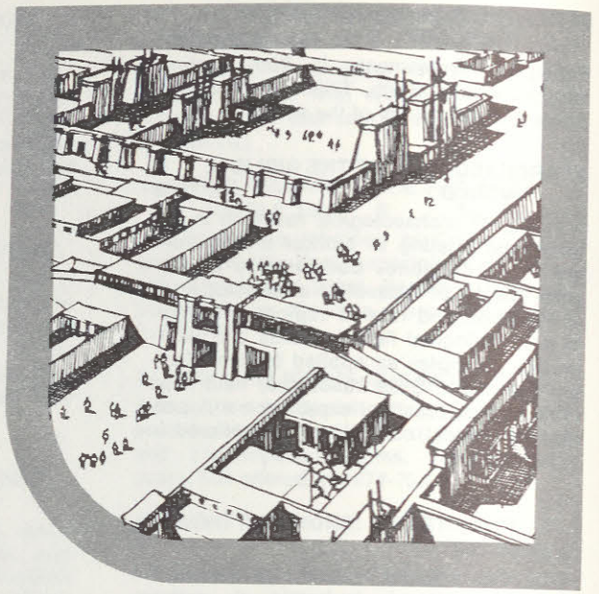
Study of biblical prophets in the setting of ancient Israel's culture and history. Emphasis on those portions of the prophetic writings which have had most importance for the shaping of ideas in Judaism and Christianity. (In alternate years. Not offered in 1974-75.)

35 READINGS IN CONTEMPORARY THEOLOGY S Mr. Bartlett

Principal developments in 20th century thought: Buber, Barth, Tillich, the Catholic renewal and theology of the secular.

37 ARCHAEOLOGY OF THE BIBLICAL WORLD Mr. Cole

A survey of archaeological research in the Near East relating to biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Palestine and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Not offered in 1974-75.)



SOCIOLOGY AND ANTHROPOLOGY

Professor Van Hoey (Chairman); Assistant Professor Osako; Instructors Cremin, Eskilson, Finnegan

Social inquiry, the common discipline of comparative sociology and social anthropology, concentrates upon the cross-cultural exploration of similarities and differences among human ways of living in groups and communities. Central to this endeavor is the search for systematic explanations of diverse human modes of behavior in varying contexts of social organization and ecological setting.

Human Societies (SA 11) is a prerequisite for all other courses unless explicitly stated otherwise. The major includes 11, 21, 31, 32 and 41; a selection of at least three other courses in the department; and a research paper to be completed in the junior or the senior year. Majors planning for graduate training in this field are strongly advised to take statistics through the Department of Mathematics and other courses in fields related to social science. (31 and 32 are to be taken in the Junior year.)

The curriculum of the department is designed to combine flexibility and concentration. It consists of a series of core courses and an open range of electives. Students are encouraged to pursue personal exploratory interests through guided independent studies: it is this personal work which culminates eventually in the major's research paper.

The core courses are offered in the Fall and Spring terms. They jointly cover the principal conceptual and technical tools of basic research in social science. The Winter term is entirely reserved for special topics, subjects of applied research, and short intensive projects, which may vary in content and format from year to year.

FALL AND SPRING

11 HUMAN SOCIETIES FS

Foundations of social inquiry; basic models human societies; dimensions of social organization; elements of analysis and principles of theory construction in social science; selected domains of investigation and aspects of field work.

12 KINSHIP S Mr. Van Hoey

Structures of kinship (relations, groups, roles, terms); forms of marriage, households, settlements. The context of kinship; transition in social organization; changing relations between kinship and economy, polity, habitat, and population. No prerequisite.

13 HUMAN ORIGINS F Staff

Survey of the evidence for human evolution; basic concepts and processes of evolution. Inquiry into the significance of variation among living and extinct varieties of man and his nearest relatives in the animal kingdom. Strategies and techniques of investigation, including lab work on skeletal material. No prerequisite.

14 SOCIAL PROBLEMS F Ms. Osako

Social problems examined as costs and casualties of modernization; inter-societal comparison of deviant behavior, health conditions, inequality and discrimination. No prerequisite.

21 PRINCIPLES OF SOCIAL ORGANIZATION F Mr. Van Hoey

Basic dimensions of group structure: division of labor, authority structure, resource technology, ecological setting. Types of groups in different institutional areas. Group structure and scale of organization. Bureaucracy — theories and methods of investigation. Prerequisite: 11.

22 POWER AND SOCIETY S

Ms Eskilson

Social bases of political control and political participation: processes of stratification (socio-economic classes, minorities, ethnic communities). Group interests, action movements, power systems. Government and political activity in different and evolving contexts of social organization. Prerequisite: 11.

23 WORLD PREHISTORY F Staff

Survey of human cultural development from the earliest known cultures (ca. 3 million years ago) to the dawn of urban life. Emphasis on ecological relations and major transformations in human lifeways (e.g. from hunting-gathering to food producing economies). Methods of anthropological archeology. Prerequisite: 11.

24a RACE, ETHNICITY, MINORITIES F

Ms. Osako

Ethnicity in varying contexts of techno-economic and political structures; changing patterns of ethnicity, ethnic groups and communities in America. Prerequisite: 11. (24b — see page 78.)

25 PRE-INDUSTRIAL ECONOMIES S

Mr. Finnegan

Analysis of the connection between economic and political systems in varying types of traditional societies; political power, division of labor and economic surplus; ecological bases of political and economic systems. Processes of socio-economic changes in the course of modernization. Prerequisite: 11

26a PARTICIPANT OBSERVATION: TECHNIQUES AND PROBLEMS F

Mr. Finnegan

The learning problems involved in establishing rapport during field work in living communities. Aspects and phases of the social scientist's involvement, while observing, recording and reporting in varying social situations. Prerequisite: 11. (26b — see page 78.)

31 SOCIAL RESEARCH: DESIGN F

Ms. Eskilson

The cycle of research; logical links between theoretical perspective, problem selection, and empirical data; qualitative and quantitative phases of research; ethical and political considerations of research; major forms of design; the research prospectus. Prerequisite: 11.

32 SOCIAL RESEARCH: TECHNIQUES S

Ms. Eskilson

Styles and means of seeking relevant information; data in relation to research design; observation, content analysis, questionnaires, and interviews, survey and census material; case study, comparative study, statistical study. Prerequisites: 11 and 31.

34 DEMOGRAPHY S Mr. Van Hoey

Population size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth controls. Theories, models, and policies. Prerequisite: 11.

35 EKISTICS: SCIENCE OF HUMAN SETTLEMENTS S Staff

Spatial distribution of people in ecological and evolutionary perspective (population, technology, energy, landforms, social organization). Decision processes and strategies in the design of settlement patterns and facilities; application of ekistic analysis. Prerequisite: 11.

37 TECHNOLOGY AND HUMAN VALUES S Ms. Osako

Conditions and processes of industrialization in the Western world; problems related to economic development in underdeveloped nations; impact of industry on lifeways of modern man. Prerequisite: 11.

41 SOCIAL EXPLANATION AND THEORY S Mr. Finnegan

Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; heuristic orientations, contexts of explanation, and operational problems of systematic theory construction in social science. Faculty-Student Seminar. Prerequisites: 11 and 31.

WINTER

24b FIELD WORK: RACE, ETHNICITY, MINORITIES Ms. Osako

(3½ weeks: January)

Supervised practive in designing and conducting empirical research on selected topics pertaining to race, ethnicity, minority. Prerequisite: 24a or consent of instructor. (24a — see page 77.)

26b PARTICIPANT OBSERVATION: PRACTICUM Mr. Finnegan

(3½ weeks: February)

Field experience in participant observation in selected institutional settings. Each student will carry out a research project designed and approved prior to the beginning of the course. Prerequisites: 11 and 26a or consent of instructor. (26a — see page 77.)

29-I ETHNOGRAPHY W (7 weeks) Mr. Van Hoey

A brief survey of the history of ethnographic field work; major questions guiding the exploration of different cultures in living communities; introduction to the classics of social anthropology. No prerequisite. (Not offered in 1974-75.)

29-2 SEX ROLES (January) Ms. Eskilson

Theories on the acquisition of sex-typed behavior; social and biological influences on the roles of male and female; cross-cultural variations over time. The development of feminist thought; images of the future. No prerequisite.

29-3 SOCIOLOGY OF LIFE CYCLES (February) Ms. Osako

Age groups and social structure in cross-cultural perspective; problems of changing roles of youth, the middle-aged and the elderly in traditional and in modern societies. Prerequisite: 11 or consent of the instructor.

29-4 ANTHROPOLOGY AND LITERATURE W (7 weeks) Mr. Finnegan

Anthropology in fiction and through fiction. Focus on how anthropologists of the Western and non-Western world have described "alien" cultures and the interaction of such cultures with their own. No prerequisite.

29-5 SOCIAL GEOGRAPHY (7 weeks) Staff

Spatial relationships among groups of people, as mediated by resources, landforms and technology. Reading and discussion of selected examples; map projects by individual students. No prerequisite.

33 URBANIZATION (7 weeks) Mr. Van Hoey

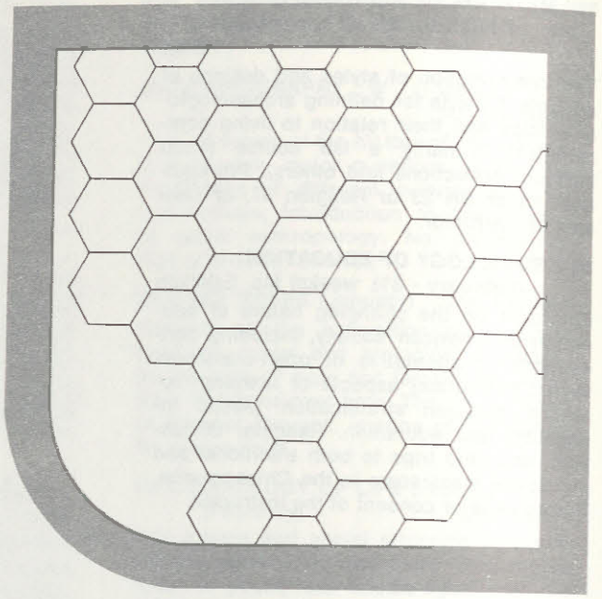
Levels and rates of urban concentration in function of expanding scale of organization of society; relations between techno-economic system, demographic movement and differentiation of local and regional settlement pattern. Definitions of urban problems and models of planning policy. Prerequisite: 11.

39-I METHODS OF ARCHAEOLOGICAL ANALYSIS W (3½ weeks: Jan.) Staff

The interpretation of styles and designs of artifacts. Criteria for defining archaeological entities and their relation to living communities. Primarily a lab course (Field Museum collections and others). Prerequisite: either SA 23 or Religion 37, or consent of instructor.

39-2 SOCIOLOGY OF EDUCATION (February - 3½ weeks) Ms. Eskilson

Emphasis on the changing nature of education in American society, including conceptions of alternative or open-classroom forms; non-formal aspects of learning; relations between stratification (social inequality) and education. Reading, discussion, and field trips to both traditional and innovative classrooms in the Chicago area. Prerequisite or consent of the instructor.



ROBERT E. WOOD INSTITUTE FOR LOCAL AND REGIONAL STUDY

Douglas Montgomery (Director); Mrs. Hale, Mr. Fischer, Ms. Riger, Mr. Ticknor, Mr. Van Hoey

This interdepartmental program has as its focus the study of the metropolitan area and particularly the relation of the "fringe" or suburbia to the central city. It stresses the acquisition of research tools and their application to study of the problem area. Each student's precise program will be devised by the student in consultation with the Director to meet the student's academic and career goals.

The interdisciplinary nature of the city and the desirability of gaining research tools result in a structured interdepartmental major. The following courses are required: Economics 23 or Mathematics 15, Economics 24, 26; History 34a, Mathematics 27; Politics 29, Sociology 31, 32, 33, 34; at least one internship (Economics 18a and b and/or Politics 47), an independent study, and the senior seminar. Admission to the program is normally junior standing, a "B" average and permission of the Director.

39 INTERGOVERNMENTAL RELATIONS F
Mr. D. Montgomery

The course examines the theory of complex relationships between Federal, State and Local Governments. Case study material, Congressional hearings, and several intergovernmental task force reports will be utilized. Current programs including the model cities programs and the economic development program to rural areas will be studied.

NON-MAJOR STUDY

BLACK STUDIES

The sequence in Black Studies is provided by courses in the Departments of History and Politics. These courses are History 27 (History of Africa), History 28a (Making of Black America) and b (Black America in Transition), Politics 21 (General Survey of African History), Politics 22 (Government and Politics of Sub-Saharan Africa), Politics 17 (Non-Western Politics), and Politics 44 (Seminar on Modern Africa).

WESTERN CIVILIZATION

11 CLASSICAL CIVILIZATION F Mr. Cole

Many of our highest hopes and deepest prejudices were first formulated in ancient Greece and have seeped down through the ages into our thought processes, our behavior, our institutions. Fact and fancy, the ideals and the realities of Greek culture are traced through discussion of works by Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, Plato, and Aristotle.

21 CLASSICAL CIVILIZATION F
Mr. Cole, Mr. Hansen

Culture of the Hellenic world from the Minoan through Byzantine periods as understood through ancient sites and artifacts seen within the climatic and geographical setting of the Aegean area. Includes visits to museums, temples, and excavated sites in Athens, the Greek mainland, Crete, western Turkey, and Istanbul. (Taught as part of the Term in Athens for two course credits.)

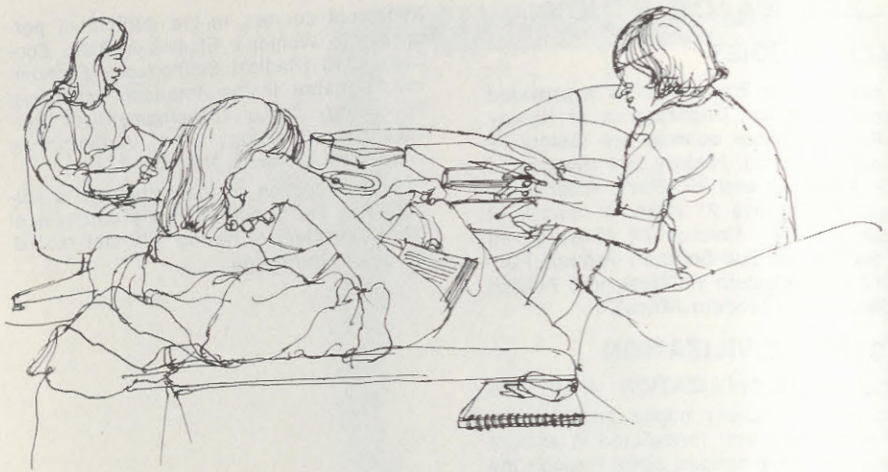
WOMEN'S STUDIES

Eskelson, Gean, Riger (1974-75)

An interdisciplinary concentration has been established in Women's Studies (in addition to a student's course major), under the guidance of the Committee on Women's Studies. The program includes a minimum of four of the following: Sociology and Anthropology 12 (Kinship); Philosophy 29 (Feminism: Philosophical Issues); Psychology 23 (Psychology of Women); Sociology and Anthropology 29b (Sociology of Sex Roles); History 33 (Feminism and Women's Liberation); Art 21 (Symposium: Women and Art); independent interdisciplinary research project.

Additional courses in the curriculum pertaining to Women's Studies include: Economics 16 (Radical Economics); Economics 31 (Labor in the American Economy); Psychology 21a,b (Development of Personality); Sociology and Anthropology 24a (Race, Ethnicity, Minorities).

Upon completion of the sequence, a student has the option, with the approval of the Committee, of having this fact recorded on the transcript.



Student Life

The student community at Lake Forest College is a democratic society where students participate to the degree they choose. Student Life on campus is regulated largely by Student Government and by a joint student/faculty Committee on Student Life. Students also participate on all academic committees and judicial bodies.

Students are the primary catalysts at Lake Forest for the promotion and production of campus weekends, special social functions, films, concerts, lectures, and special service activities. A member of the Office of the Dean of the College works with student groups in planning and arranging for social and cultural affairs and in maintaining an all-campus calendar of events.

Guidance

The College makes available to its students both academic advising and personal counseling. The Dean of the College and his staff provide general counseling services for students; the faculty of Lake Forest offer academic advisement.

Each freshman has a faculty adviser. After the freshman year, the student may select an adviser from among the faculty of the major department or field of concentration.

The Office of the Dean of the College carefully selects several upperclass men and women to serve as advisers in the dormitories. These students,

in addition to serving as counselors, enforce dormitory rules and keep the dorms operating smoothly.

The College also offers its students a placement service. By coordinating job interviews and by making available literature for various postgraduate options, the College helps place its graduates in a wide range of careers. Student part-time positions on campus are administered by the Financial Aid Office, off campus by the Dean of the College's office. Lake Forest College is approved for veteran's benefits.

Residential Life

Ten residence halls provide living space for 530 men and 450 women. Half the total residence space has been built since 1963. Much of the remainder has been renovated completely within the past two years. All rooms are furnished with bed, mattress, pillow, dresser, desk, and lamp. Nearly half the rooms also have draperies and rugs. Telephone service is available from the telephone company at prevailing rates.

For the most part, residence halls are organized on the basis of interest groups. Individual "purpose units" are established to accommodate a host of student interests. These units are self-governing. Students who elect to enter one of the housing units may remain in it throughout their college stay.

There are Freshman Dorms, where most freshman students live except those living at home and those permitted to live in upperclass dorms. Upperclass students, who may live off campus upon approval by the Dean of the College, have a wide range of interest units on campus from which to choose — an Independent Women's House, an Afro-Asian Alliance House, a Science House, and a Fine Arts House. There is a Scholar-Athlete/Intramural House, a Cycling House, an Academic House, a Dramatic Arts House.

In contrast to many colleges, the fraternities at Lake Forest, two of them, are located in college-owned upperclass dormitories.

Student Government

Student Government at Lake Forest College operates within the framework of the College Governance System. Representatives serving in the government are responsible in part for the functioning of student affairs and also for exercising supervision over student activities and student activity funds.

Student Government consists of two bodies — the General Assembly, which draws its representatives from the campus housing units, and the Executive Committee, which includes the president, vice-president, and treasurer. Student officers are elected by the student body at large.

Conduct

When necessary for the welfare of the campus community, the College exercises disciplinary authority, usually through student-faculty disciplinary bodies.

The basic standards which apply to all Lake Forest students are:

- Respect for the right of every individual to hold and express any ideas no matter how unpopular such ideas or beliefs might be;
- Respect for the property of the College and of individuals, and responsibility for those properties in the event of loss or damage;
- Honorable use of one's signature;
- Compliance with all local, state, and national laws.

The College reserves the right, and the student concedes to the College the right, to require withdrawal of any student at any time who falls below the standards of Lake Forest.

A student handbook containing rules and regulations of the college community is published by the office of the Dean of the College and is available on request from that office. The handbook is distributed to all students, faculty, and administration.

The Cultural Office

The College sponsors a variety of cultural events on campus and also encourages students to take advantage of cultural opportunities in Chicago. At the Cultural Office, located in the College Commons, students may obtain information about music, art, and drama in the city and suburbs, may buy tickets (often at reduced rates), and may arrange for bargain transportation.

The Cultural Office also is the planning center for on-campus cultural events. The Student Cultural Activities Board, working with the Office of the Dean of the College, makes arrangements for convocations, lectures, exhibits, and recitals. The student board attempts to provide a balanced schedule of events which will be informative, stimulating, and sometimes controversial.

Each year the English Department, in conjunction with the Cultural Office, invites to the campus a Poet in Residence for two weeks of public lectures and close work with students. Speakers representing the interests of other departments visit the campus, sometimes for a single lecture, sometimes for more extended meetings with students.

Music and Drama

In addition to a variety of courses in applied music, theory, and music history, students may participate in the college choir, the madrigal singers, and/or the student-initiated, student-organized Black Ensemble. Qualified musicians may join the Lake Forest Symphony Orchestra. Students and faculty of the music department give recitals during the year and additional concerts are offered by professional musicians. Visits to Chicago, with discount tickets provided by the Cultural Office, offer the opportunity to hear the great orchestras and performing artists of the world.

The national dramatics honorary fraternity, Alpha Psi Omega, sponsors major productions by the Garrick Players in addition to evenings of one-act plays and performances by a children's theater. Any student, whether enrolled in drama courses or not, is eligible to audition for any of these activities.

Communications

Publications of the student body are edited and managed by students under supervision from the College Life Committee. THE STENTOR, the college newspaper, is the weekly journal of the students. **The Forester,** the college yearbook, is published annually. The fine arts magazine, TUSITALA, includes writing, drawing, and photography by students and, occasionally, by members of the faculty. Two well-equipped college darkrooms are used both by photographers working on student and college publications and by students who are just becoming acquainted with the art and practice of photography.

The campus radio station, WMXM, with a daily broadcasting schedule devoted to music, sports, campus news, and special programs, is now FM.

Students interested in any phase of journalistic writing, editing, or reporting, or in photography, broadcasting, or art are invited to participate in these enterprises.

Athletics

Lake Forest College offers an athletic program designed to serve student needs and interests on four levels: varsity intercollegiate athletics, intramurals, physical education, and recreational activities.

The intercollegiate program includes varsity sports in baseball, basketball, football, ice hockey, soccer, handball, swimming, wrestling, and tennis. Intercollegiate competition is provided in lacrosse, golf, cross-country and track on a club basis. Varsity competition for women is available in field hockey, basketball, tennis, and swimming. The College

is a member of the ten-team Midwest Collegiate Athletic Conference which includes institutions such as Carleton, Grinnell, Lawrence and Beloit. No special financial aid is offered for athletics. Intercollegiate competition is viewed as a valuable form of self-expression for students and as a vital contributor to community spirit. All Lake Forest athletes are students first and athletes second.

Lake Forest encourages all its students to participate in a diversified intramural program which includes bowling, raquetball, tennis, softball, touch football, volleyball, basketball, and other activities.

Participation in physical education courses at Lake Forest is on a purely voluntary basis. Offerings include such wide ranging activities as ice skating, sailing, aerobics, slimnastics, and training-room techniques. Lake Forest's athletic facilities include baseball, football, soccer, and intramural fields; tennis courts; an indoor ice rink; and a sports center which houses a gymnasium, swimming pool, three sauna baths, three handball courts, two squash courts, wrestling room, exercise room, and gymnastics room. All facilities are available to the student body on a regular basis for recreational purposes.

Specialized Interests

A variety of specialized groups are active on campus. They include Beta Beta Beta (National Honorary in Biology), Phi Sigma Iota (Romance Language Honor Society), Psi Chi (Psychology Honorary), Pi Sigma Alpha (Politics), the Student Affiliates of the American Chemical Society, Student Section of the American Institute of Physics, Association Internationale des Etudiants en Sciences Economiques et Commerciales, International Relations Club, Camera Club, Folk Dance and Ballet groups, Ski Club, and others.

Community Service Activities

The Lake Forest College Tutorial Projects began in 1963 as an outgrowth of a college conference, "The Crisis in Race Relations." The effort led students to form the Community Service Federation to coordinate tutoring projects and other student community service ventures.

Programs developed over the last few years include the American Indian Center Tutorial (in Chicago, now inactive), a program to teach English to Spanish-speaking children (in Highland Park and Highwood), a high school program (in Waukegan), a project with children from a housing development (in Zion), and a project which brings Lake Forest College students into a school system as assistants to classroom teachers (also in Zion).

In working with pupils from various backgrounds, students have been able to develop a sensitivity to cultural differences; at the same time, tutees have been given access to remedial education on a regular basis. Lake Forest College students also arrange field trips to both urban and rural areas.

Religious Activities

The student body at Lake Forest College exhibits diversity in religious affiliation; beliefs of each member of the college community are respected. The College is dedicated to maintaining an attitude of absolute religious tolerance. Such varied faiths as B'hai, Judaism, Roman Catholicism, and the Society of Friends are represented on campus.

The College continues its relationship with the Presbyterian Church. However, the College is not sectarian in its teaching and welcomes a variety of philosophical and religious points of view. Major denominations are all represented on campus and Protestant, Catholic, and Jewish congregations are located nearby.

Health Services

Lake Forest Hospital, a private facility 1½ miles from the College, manages the on-campus Health Center and provides the full range of medical services. Several physicians and nurses are available to students during certain hours of the day and are on regular 24-hour call.

All new students are required to submit prior to entrance a record of a recent complete physical examination and evidence of a smallpox vaccination administered within the past five years.

Rising medical costs require that each student participate in the College's group medical plan. The plan pays a major portion of incurred hospital costs. Hospitalization service is provided by Lake Forest Hospital, Highland Park Hospital, and other facilities nearby.

Office of Psychological Services

The purpose of the Psychological Services is to aid students to become more effective, self-directed individuals. It offers, free of charge to all Lake Forest College students, professional counseling on personal, educational, or career problems. Service is offered in dealing with emotional difficulties or factors hindering the student's ability to benefit fully from his or her college experience. In addition, it also helps in identifying aptitudes, interests, and personality traits affecting the choice of a vocation or educational program.

Clearly, the services are broadly based and are designed to serve a wide variety of student needs. Various types of counseling experiences are available. Individual and group counseling, encounter group experience, groups dealing with increasing one's level of achievement motivation, and group experience geared toward helping the student maximize individual potential are offered throughout the academic year.

Counselors normally work by scheduled appointments, but students can always be seen immediately in case of need (Room 175, Johnson Science Building). The Psychological Services will not call students in; students initiate their own appointments and have their choice of counselor. (See listing of counselors in the **Bulletin** Directory.)

Motor Vehicles

Students who drive motor vehicles on campus must register them in the Security office. Resident sophomores, juniors, and seniors and students living at home may operate cars on campus but must carry comprehensive liability and property damage insurance. A detailed list of regulations governing the operation of motor vehicles is issued when cars are registered.

Registration is $30 per year for residents, $20 for non-residents.

Admissions, Financial Aid, College Expenses

Admissions

During its selection process the Admissions Staff at the College is primarily concerned with knowing the individual candidate. The criteria for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, national origin, sex, or financial position. And this policy is manifested by the diverse nature of the student community — a diversity so necessary to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, Lake Forest, Illinois 60045.

Students are urged to begin the application procedure early in their final year of secondary school. (Non-traditional students, such as housewives and veterans, are encouraged to consult with the Admissions Office.) There is no formal closing deadline for receipt of the application, but admissions decisions are rendered in mid to late March. Consequently, applications received after March 10 will be considered only if conditions permit.

Students who also are candidates for financial aid should make certain that the Parents' Confidential Statement is completed and submitted to the appropriate College Scholarship Service Office prior to February 15.

Lake Forest College subscribes to the Candidates Reply Date Agreement and all regular candidates for admission (i.e. those not applying under the Early Decision Plan) will have until May 1 to notify the College of their decision to accept or decline the College's offer of admission.

Secondary School Requirements

There are no formal course requirements for entrance to Lake Forest. But it is recommended that candidates present four years of English, at least three years of mathematics, three years of one foreign language, and one or two years of work in history and the natural sciences. All applicants are encouraged to take as much accelerated course work as possible including formal advanced placement offerings.

Examinations

All candidates are required to present the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board or the American College Testing Program to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school.

The Admissions Staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the Admissions Staff welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment arranged in advance is appreciated. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday during the calendar year, and Saturdays, 9 to 11:30 a.m. during the academic year. Telephone (312) 234-3100.

Early Decision

The purpose of the Early Decision Program is to allow a student who has made Lake Forest a first choice to receive early notification of the

admissions decision. Candidates requesting an early decision are permitted to apply to other colleges, but implicit in such a request is the commitment to attend Lake Forest College if admitted. Upon notification of admission under this plan candidates will be expected to withdraw all other college applications and to post a $100 non-refundable tuition deposit within two weeks of notification of admission.

The Admissions staff will review the applications of Early Decision candidates as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks after completion of their application.

Early Decision candidates who will require financial assistance should make certain that the Parents' Confidential Statement is filed early in the candidate's final year of secondary school in order that both admissions and financial aid decisions may be rendered simultaneously.

Deferred Admission

Students who may wish to defer their enrollment in College should complete the application procedure during the final year in secondary school. Questions and specific requests for deferred admission should be addressed to the Director of Admissions.

Admission by Transfer

Students enrolled at other colleges and universities and desiring admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least **C** or its equivalent and be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given.

Graduates of accredited junior colleges and recipients of the AA degree, if admitted to Lake Forest College, will be granted full junior standing. (The only course evaluation to be considered will be that of determining those courses applicable to the student's declared major field.)

When a transfer student is admitted to the College from a four-year college or university or from a two-year institution but is not a recipient of an AA degree, all of the courses he or she has taken and passed toward fulfillment of the Bachelor of Arts Degree at the former institution, or the Associate of Arts Degree in the case of the junior college, will be accepted toward fulfillment of the B.A. Degree at Lake Forest College provided a **C** average or better has been achieved at the previous institution.

Transfer students are admitted at the beginning of all terms although most commence their study at the College in September. For details concerning the College's residence requirement see the section, Requirements for Graduation.

All candidates for admission on a transfer basis (anyone who has been enrolled in another college or university) are required to submit the following credentials:

1) Personal application for admission
2) Transfer application for admission
3) Secondary school transcript
4) Transcripts of all college work complete through the most recent term
5) A letter of recommendation from the academic dean or a teacher of the most recent college attended

Financial Aid

Financial aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own reasonable efforts or through those of their family. Lake Forest is committed to the philosophy that insofar as resources are possible, no student who is otherwise qualified should be prevented from attending because of financial limitations.

An application for financial aid does not hinder a student's application for admission; indeed, the two applications are considered separately. But a student is notified of the result of both the application for admission and for financial aid simultaneously.

Financial aid awards at Lake Forest are made for a one-year period. But if the student continues to evidence need and maintains an academic record commensurate with ability, the financial aid award will be renewed each year. Awards are always based on need.

Entering students seeking financial assistance are required to file a copy of the Parents' Confidential Statement (PCS) with the College Scholarship Service Office in their region. The PCS is the only form required for financial aid consideration and is available at most secondary school guidance offices. Parents are strongly urged to file the PCS with the College Scholarship Service in the fall or early winter of the student's senior year because the form is detailed and often requires further clarification. The required application forms should be submitted by February 15. Candidates applying after this date will receive financial aid consideration only if funds still are available. Applicants should read carefully the brochure entitled Financial Aid at Lake Forest College which is mailed with the application forms for admission.

Computation of Financial Need

In computing a student's financial need, the College, using the procedures of the College Scholarship Service, calculates from the Parents' Confidential Statement the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on several sources of funds:

•EXPECTATION FROM PARENTS: The College assumes that each family will provide the maximum amount possible from income, savings, and other assets. In addition to the family income and assets, the College takes into account the number of dependents, number of children in college, extraordinary medical expenses, certain types of debts, and unusual situations.

•EXPECTATIONS FROM THE APPLICANT: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need, therefore, summer earnings available to be applied toward college expenses are normally assumed to be $400 prior to the freshman year with a slight increase in subsequent years.

•OUTSIDE FUNDS: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice — National Merit Scholarships, National Presbyterian College Scholarships, various state scholarships (e.g. Connecticut, Illinois, Massachusetts, New Jersey, Pennsylvania, Rhode Island, and Vermont), and other scholarships offered by local foundations, clubs, or business organizations.

The ability of a student to secure outside assistance almost always works to his or her benefit and never to his or her disadvantage. Even though the gift dollars from Lake Forest College may be reduced (all awards must remain within the computed need figure), the total amount of gift funds available to the student when all sources of gift aid are added together will be equal to or greater than the gift aid provided by Lake Forest College alone.

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1974-75 academic year, the Board of Trustees authorized a total of $535,000 to be awarded in the form of Lake Forest College gift dollars.

Basic Education Opportunity Grant (BOG)

Under this provision of The Higher Education Act of 1972, each student would be "entitled" to $1,400 a year in student aid, minus his or her "expected family contribution," which would be determined by, among other things, the "effective family income, the number of dependents in the family and the number of dependents attending a college or university, the amounts of the assets of the student and/or the family, and unusual expenses."

Supplemental Educational Opportunity Grants

This program is designed to provide grant assistance to students of exceptional financial need who, without such assistance and because they lack personal financial means, would be unable to enter or remain in an institution of higher education.

The maximum amount of a single-year grant is $1,500, but the cumulative amount a student can receive is limited to no more than $4,000 over a four-year period. The Commissioner of Higher Education will prescribe to institutions of higher education the basic criteria for identifying eligible recipients.

Students need not make direct application for grant consideration. The College's financial aid director will notify eligible recipients when grant funds have been appropriated and when the commissioner's guidelines have been received.

National Direct Student Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate and graduate students. While the loan program will vary slightly from year to year, Lake Forest College does apply and has received funds which allow student participation in the National Direct Student Loan Program. Students receiving financial assistance and who have additional questions regarding this program should contact the Director of Financial Aid.

Guaranteed Student Loans

A state guaranteed loan program is available in all states. Participating banks and other financial institutions provide loans to full-time students; interest subsidies are made available to students who meet the need criteria established by the program. Information on this program can be obtained from your local banker, your high school counselor, or from the Office of Financial Aid at the College.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remunerative value from $300 to $500. The majority of student jobs are in the dining hall, library, and various administrative offices. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, and others.

College Expenses

Students enrolling at the College in September are expected to continue through the academic year. The programs of the College are planned and budgeted accordingly.

Senior students with fewer than eight courses needed to graduate will be charged only for courses required.

For the convenience of the student, the College has established two pay periods. The first period covers expenses for the twelve-week Fall term and the first half of the Winter term; the second pay period covers expenses for the second half of the Winter term and the twelve-week Spring term. Refunds for tuition, room and board, and fees will not be granted after the stated withdrawal deadlines (see page 98).

Extra Course Charge

An extra course taken during any pay period will be charged at the course fee.

Special Charges

When available a room used for double occupancy may be requested as a single for an additional charge of $150 per year. This is known as a differential single.

Reinstatement

A $25 reinstatement fee will be charged at time of re-registration should a student's registration have been cancelled by the College as a result of non-payment of bill.

Program Leave Reimbursement

Students who enroll in academic programs at other institutions as part of an official "Program Leave" will be reimbursed for actual tuition — not to exceed the comparable course cost at Lake Forest — upon acceptance of credit by the College.

Health Clinic and Hospitalization Fees

The $30 health clinic fee, which does not cover hospitalization insurance, is mandatory for all students. Hospitalization coverage is required of all resident students and is optional for non-resident students. The premium for the current year is $53, but a waiver form for this coverage may be obtained from the Business Office if family coverage is carried. Waivers must be approved by the Business Office by October 15, 1974, for full cancellation and by March 1, 1975, for partial cancellation.

Fines and Damage

Students will be assessed library fines, for on-campus traffic violations, and for damage they may cause to college property.

Schedule of Payments For the 1974-75 Academic Year

1st Billing	Resident	Non-Resident
Tuition	$1575.00	$1575.00
Activity Fee	50.00	50.00
Room	275.00	
Board	345.00	
Clinic Fee	30.00	30.00
Hospitalization Insurance	53.00	Optional
TOTAL:	$2328.00	$1655.00
Registration deposit on or before 5/6/74	$ 100.00	$ 100.00
By September 7, 1974	2228.00	1555.00
TOTAL:	$2328.00	$1655.00
2nd Billing		
Tuition	$1575.00	$1575.00
Room	275.00	
Board	345.00	
By January 22, 1975 TOTAL:	$2195.00	$1575.00
TOTAL CHARGES:	$4523.00	$3230.00

The Board of Trustees has specified that **all** tuition and fees are due on the dates indicated above. Any other arrangements must be made prior to such dates. The College reserves the right to evict students from dormitories and the dining hall, and to cancel registration unless the account is cleared. Past due accounts are subject to charges of one-half of one percent per month on the unpaid balance. Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Three basic payment procedures are used:

- Standard Plan-Full payment by the dates shown above.
- Lake Forest College Prepayment Plan.
- Scheduled payments by use of Insured Tuition Plan, Inc.

BILLING PROCEDURES

Student enrolling January 6, 1975:

	Resident	Non-Resident
Due December 7, 1974 (Detailed on page 96 as first ½ Term students)	$ 557.00	$ 405.00
Due January 22, 1975 (Detailed below as students enrolling at the beginning of the second billing period)	2261.00	1610.00
TOTAL:	$2818.00	$2015.00

Student enrolling January 31, 1975, the beginning of the Second Billing period:

Tuition (four courses)		$1575.00	$1575.00
Activity Fee		25.00	25.00
Room		275.00	
Board		345.00	
Clinic Fee		10.00	10.00
Hospitalization Insurance		31.00	Optional
By January 22, 1975	TOTAL:	$2261.00	$1610.00

Student enrolling March 1, 1975:

Tuition (three courses)		$1181.25	$1181.25
Activity Fee		20.00	20.00
Room		212.00	
Board		260.00	
Clinic Fee		7.50	7.50
Hospitalization Insurance		26.50	Optional
By February 21, 1975	TOTAL:	$1707.25	$1208.75

Students enrolling January 6, 1975 will be billed as special students the first one-half term period only. These charges will be made for each one-half term:

		Resident	Non-Resident
Tuition		$ 393.75	$ 393.75
Activity Fee		6.25	6.25
Room		62.50	
Board		85.00	
Clinic Fee		5.00	5.00
Hospitalization Insurance		4.50	Optional
By December 7, 1974	TOTAL:	$ 557.00	$ 405.00

No refunds are made to special students who subsequently withdraw.

Refunds

A normal course load for a full-time student is four courses in a billing period. Refunds are not given for reductions below the four course level in a billing period. All withdrawals must be made through the Office of the Dean of the College. The official date of withdrawal is that established by the Office of the Dean of the College.

Withdrawals

1st Billing Period	2nd Billing Period	AMOUNT REFUNDED Resident	Non-Resident
On or before September 20, 1974	On or before February 7, 1975	$1950.00	$1415.00
On or before October 11, 1974	On or before February 25, 1975	1630.00	1170.00
On or before October 18, 1974	On or before March 10, 1975	1100.00	775.00
After October 18, 1974	After March 10, 1975	-0-	-0-

Other Expenses

Part-Time Students:
- Per course $393.75

Auditing Students:
- Per course 100.00
- (when the student is not enrolled full-time)

Special Charges:
- Application Fee ..... $ 15.00
- Extra course for credit (includes credit by exam) 393.75
- Music Fees (not for credit)
  - Fall and Spring terms ..... per term 85.00
  - Winter term 50.00
- Choir for credit as extra course 393.75
- Late Registration Fee 5.00
- Change in registration after classes begin 3.00
- Room Key Charge 5.00
  - (This charge is refundable when the student returns his/her key to the appropriate office.)

Directory

ADMINISTRATIVE OFFICES AND OFFICIALS

OFFICE OF THE PRESIDENT
Eugene Hotchkiss, President
Gordon E. White, Special Assistant to the President; Director of Financial Aid

OFFICE OF ACADEMIC AFFAIRS
Friedhelm K. Radandt, Dean of the Faculty

OFFICE OF PUBLIC AFFAIRS
Terry G. Gibson, Vice-President for Development and Public Affairs
Richard V. Wilson, Assistant Vice President
‡**Harriette Morgan Jauch (Mrs. Richard F.),** Assistant to the Vice President
Robert D. Amaden, Director, Deferred Gifts
Cynthia Gillispie (Mrs. Robert L. J.), Director of Alumni Affairs
Ellen C. Mosey (Mrs. Joseph G.), Director, Public Information
Sharon Stahlheber, Assistant Director, Public Information

OFFICE OF BUSINESS & FINANCE
Theodore R. Carlus, Business Manager
William G. Breining, Manager, Printing
Donald T. Craft, Director, Security
Margaret B. Savosik (Mrs. Peter), Director of Personnel
Lloyd F. Yakes, Manager, College Bookstore
Alphonse Zabor, Director, Physical Plant

OFFICE OF THE DEAN OF THE COLLEGE
Robert S. Rosch, Dean and Assistant Professor of Politics
Neil Barth (Mrs. Eugene F.), Assistant Dean
Patricia Heaston (Mrs. Curtis), Associate Dean and Instructor in Psychology
Howard R. Sites, Assistant Dean

OFFICE OF ADMISSIONS
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Esther DeMerritt (Mrs. John E.), Associate Director
Richard H. Leighninger, Assistant Director
Sally H. Leighninger (Mrs. Richard H.), Assistant Director
David A. Recht, Assistant Director

OFFICE OF THE REGISTRAR
Ruthane I. Bopp, Registrar and Instructor in Mathematics

LIBRARY
Arthur H. Miller, Librarian
Joann H. Lee (Mrs. Douglas), Joel M. Lee, Sarah M. McGowan, Ruth Sharvy (Mrs. Robert L.), Assistant Librarians

OFFICE OF FINANCIAL AID
Gordon E. White, Director and Special Assistant to the President

COMPUTER SERVICES CENTER
David C. Cochran, Director and Assistant Professor of Mathematics

COUNSELING CENTER
Phylis M. Frankel, Director and Counselor; Assistant Professor of Psychology
Charles F. Behling, Counselor and Associate Professor of Psychology
Ronald H. Forgus, Counselor and Chairman and Professor of Psychology
Allan Markle, Counselor and Assistant Professor of Psychology

HEALTH SERVICES
Burton Adams, M.D.; **Paul Burgert,** M.D.; **Maurice Pickard,** M.D. (Physicians)
Dover Roth, M.D. (Psychiatric Consultant)

DORMITORY HEAD RESIDENTS, 1974-75
Jeff Brier, Deerpath Hall
Barbara Malamut, Lois Hall
Joseph So, Bradley Lodge
Clare Bell, Blackstone Hall
Jody Broeckl, Harlan Hall
Kathy Runge, Moore Hall
LaDon Jackson, Roberts Hall
Roger Antin, Nollen Hall
Peter Gallagher, McClure Hall
Margot Rice, Gregory Hall

PHYSICAL EDUCATION AND ATHLETICS
John L. Nelson, Director; Basketball Coach
Michael E. Dau, Football and Handball Coach
Charles N. Morrison, Ice Hockey Coach and Rink Manager
Richard D. Mull, Swimming Coach, Tennis Coach
Nicholas J. Wasylik, Baseball Coach
Dennis Yanta, Wrestling Coach; Assistant Football Coach
Christine D. Zampach, Coach

TRUSTEES

OFFICERS
Arthur G. Hailand, Jr., Chairman
Wesley M. Dixon, Jr., Vice Chairman
Francis C. Farwell II, Secretary

CHARTER TRUSTEES

Class of 1975
Earl J. Barnes, (1973), Assistant Corporate Secretary, and Assistant Counsel, Jewel Companies, Inc.
William C. Bartholomay, Jr. '55 (1960), Vice Chairman of the Board, Frank B. Hall & Company
John C. Carter '43 (1971), Secretary, Inland Steel Company
Charles A. Meyer, (1974), Vice President — Corporate Planning, Sears, Roebuck & Company
Mrs. Gordon H. Smith (1962), Lake Forest, Illinois
Frank L. Spreyer '35 (1961), Executive Vice President (ret.), Jewel Food Stores

Class of 1976
James R. Donnelley, (1974), Vice President and Director of Legal and Financial Sales, R.R. Donnelley and Sons Co.
James R. Getz (1962), Real Estate Management, Lake Forest, Illinois
Arthur G. Hailand, Jr. (1968), Vice President, Johnson and Higgins
John E. McGovern, Jr. (1972), Partner, Wilson and McIlvaine
Joseph E. Rich (1968), Partner, Bacon, Whipple & Company

Class of 1977
Donald B. Baer '50 (1970), Vice President, Continental Illinois National Bank and Trust Company of Chicago

Francis C. Farwell II (1958), Partner, William Blair & Company
James P. Gorter (1971), Partner, Goldman, Sachs & Company
Augustin S. Hart, Jr. (1964), Executive Vice President, International, The Quaker Oats Company
Miss Mary Longbrake '35 (1969), Vice President, The Northern Trust Company
Mrs. Richard W. Simmons (1973), Lake Forest, Illinois

Class of 1978

Gardner Brown (1965), Consultant, White, Weld & Co., Incorporated
Wesley M. Dixon, Jr. (1966), President, G. D. Searle & Co.
Stanley M. Freehling (1972), Partner, Freehling & Co.
Eugene Hotchkiss III (1970), President, Lake Forest College
Wallace D. Johnson '50 (1967), President, Howe, Barnes and Johnson
Frank S. Read (1971), Chairman, First National Bank of Lake Forest
Hugo Sonnenschein, Jr. '44 (1970), Partner, Martin, Craig, Chester and Sonnenschein

NATIONAL TRUSTEES

Class of 1975

John H. Haugh '31 (1965), President, Tucson Tallow Company, Inc.
William F. Souders '52 (1973), Senior Vice President, Xerox Corporation

Class of 1976

Mrs. Suzanne C. Falk (1970), Lake Forest, Illinois
Henry W. Meers (1968), Vice Chairman, White, Weld & Co., Incorporated
Howard H. Percy '46 (1973), Partner, Midwest Securities Company

Class of 1977

William H. Fetridge (1969), President, The Dartnell Corporation
Mrs. Marc Hollender '42, (1974), Nashville, Tennessee

Class of 1978

Wigmore A. Pierson '63, (1970), Washington, D.C.

LIFE TRUSTEES

Miss Lilace Reid Barnes (1944-61), Lake Forest, Illinois
George R. Beach, (1955-1974), Midwest Regional Manager (ret), E. I. DuPont deNemours & Company
Francis Beidler II (1933-64), President, Santee River Cypress Lumber Company
Mrs. Richard Bentley (1950-62), Lake Forest, Illinois
John L. Clarkson (1939-61), Vice President (ret.), Alexander & Alexander, Inc.
Elliott Donnelley (1942-71), Vice Chairman, R. R. Donnelley & Sons Company
Mrs. James H. Douglas, Jr. (1967-69), Lake Forest, Illinois
Daggett Harvey (1959-1972), Chairman (ret.), Fred Harvey, Inc.
Kenneth F. Montgomery (1964-71), Consultant, Wilson and McIlvaine
Mrs. William R. Odell (1950-67), Charlottesville, Virginia
Eric Oldberg (1964-71), President, Chicago Board of Health
Mrs. Solomon B. Smith, Lake Forest, Illinois
Philip L. Speidel '19 (1951-68), President (ret.), First National Bank of Lake Forest
Carroll H. Sudler (1954-64), Partner, Sudler & Co.
Ernest H. Volwiler (1950-66), President (ret.), Abbott Laboratories
Harold Blake Walker (1956-70), Pastor (ret.), First Presbyterian Church of Evanston
Harris E. Wilder (1933-68), Vice President, The Illinois Company, Incorporated
J. Howard Wood '22 (1944-67), Chairman of the Executive Committee, The Tribune Company

Dates in parenthesis indicate date of appointment; for Life Trustees, dates indicate term as Charter Trustee

THE FACULTY

Eugene Hotchkiss (1970) A.B., Dartmouth College; Ph.D., Cornell University
President of the College

Martha Lydia Biggs (1937-1972), B.A., Lake Forest College; M.S., University of Illinois
Librarian, Emerita

Harold Bartlett Curtis (1926-1952), B.A., Ph.D., Cornell University
Professor of Mathematics, Emeritus

William L. Dunn (1949-1974), B.A., University of Illinois; Ph.D., University of Wisconsin.
Provost and Dean of the Faculty, Emeritus

Richard Watson Hantke (1942-1973), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History, Emeritus

Harald Christen Jensen (1942-1973), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Beidler Professor of Physics, Emeritus

Elizabeth Teter Lunn (1930-35, 1946-70), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology, Emerita

Herbert A. Nicholaus (1942-1974), B.A., Lawrence College; Ph.M., Ph.D., University of Wisconsin
Professor of Economics, Emeritus

Edward Oscar North (1941-1963), B.S., Beloit College; M.S., Ph.D., University of Illinois
Professor of Chemistry, Emeritus

Walter W. Pese (1946-1974), Abiturium Goerlitz; M.A., Ph.D., New School for Social Research
Professor of History, Emeritus

Edwin Clark Reichert (1946-1974), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education, Emeritus

Bertha L. Reynolds (1946-71), B.S., Mississippi State Teachers College; M.S.C., University of Denver
Assistant Professor of Economics, Emerita

Ronald Boal Williams (1923-1967), B.A., M.A., Ph.D., State University of Iowa
Professor of Spanish, Emeritus

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‡**Vincent B. Allison** (1973), B.A., M.A., Wesleyan University; Mus. B., School of Music of Yale University; M.A., Harvard University
Director of the College Choir

Robert A. Baade (1973), B.A., University of Wisconsin (Whitewater); M.A., University of Wisconsin (Madison)
Instructor in Economics

Neil R. Barth (Mrs. Eugene) (1972), B.A., Manhattanville College; M.A., Northwestern University
Assistant Dean of the College

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Kenneth C. Bennett, Jr. (1961), B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University
Associate Professor of English

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Physical Educator and Coach, Director of Intramural Sports

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Dates in parenthesis indicate year of original appointment to the faculty and length of service
‡Part-time teaching, 1974-75
†Sabbatical leave of absence, 1974-75
††Sabbatical leave of absence, Fall term, 1974-75

LIVINGSTON HOUSE CONFERENCE CENTER

Livingston House, the former residence of Lake Forest College Trustee Miss Lilace Reid Barnes, is a totally-equipped conference center located adjacent to the College campus. The building, constructed in 1908, and the surrounding 9½ acres of grounds are owned by the College and leased by The First National Bank of Chicago for the conference use of its employees and customers.

From time to time the facility is used for College functions and by civic groups in the Lake Forest-Lake Bluff community. Two meeting areas, the third floor conference room, and the main floor library provide seating space for up to 45 people. Livingston House's ten bedrooms can accommodate 15 overnight guests. All meals are prepared at the House and are served banquet style in the dining room. The lower level recreation area is equipped with a bar, game tables, and a sauna.

THE ADVANCED MANAGEMENT INSTITUTE (AMI)

The Advanced Management Institute (AMI), located on the College campus, offers management development programs for middle- and upper-management personnel in cooperation with more than 50 companies in the Chicago metropolitan area. The Institute confers both a certificate of management and a master of science in management degree, and holds special topic seminars under its continuing education program.

Participants in the Institute are selected from the middle management of the business and industrial firms which support the AMI and are located primarily in the north suburban Chicago area. Since World War II, the Institute has grown from an enrollment of 16 to more than 500. The majority of participants range in age from 30 to 44 and come from a wide variety of company departments and educational backgrounds.

Though the Institute is located at the College, its curriculum is not a part of the curriculum of the College.

Geographic Distribution of Students 1973-74 (Excluding Summer Session)

Alabama	1	New Jersey	45	Honk Kong	6
Arizona	9	New York	116	Ireland	1
Arkansas	3	North Carolina	3	Italy	1
California	9	Ohio	44	Jamaica	1
Colorado	17	Oklahoma	3	Japan	2
Connecticut	53	Oregon	1	Kenya	1
Delaware	3	Pennsylvania	46	Korea	1
District of Columbia	9	Puerto Rico	2	Mexico	3
Florida	14	Rhode Island	6	Nigeria	2
Georgia	5	South Carolina	1	Philippines	1
Hawaii	1	South Dakota	1	Saudi Arabia	1
Illinois	495	Tennessee	29	Sierra Leone	1
Indiana	7	Texas	8	Switzerland	1
Iowa	3	Virginia	3	Venezuela	1
Kansas	2	Virgin Islands	1	Viet Nam	1
Louisiana	6	Washington	1		35
Maine	1	West Virginia	5		
Maryland	29	Wisconsin	14	TOTAL	1169
Massachusetts	88		1134		
Michigan	19			Total States Represented	42
Minnesota	8	Brazil	2		
Mississippi	1	England	3	Total Foreign Countries Represented	19
Missouri	16	France	1		
Nebraska	3	Germany	5		
New Hampshire	3				

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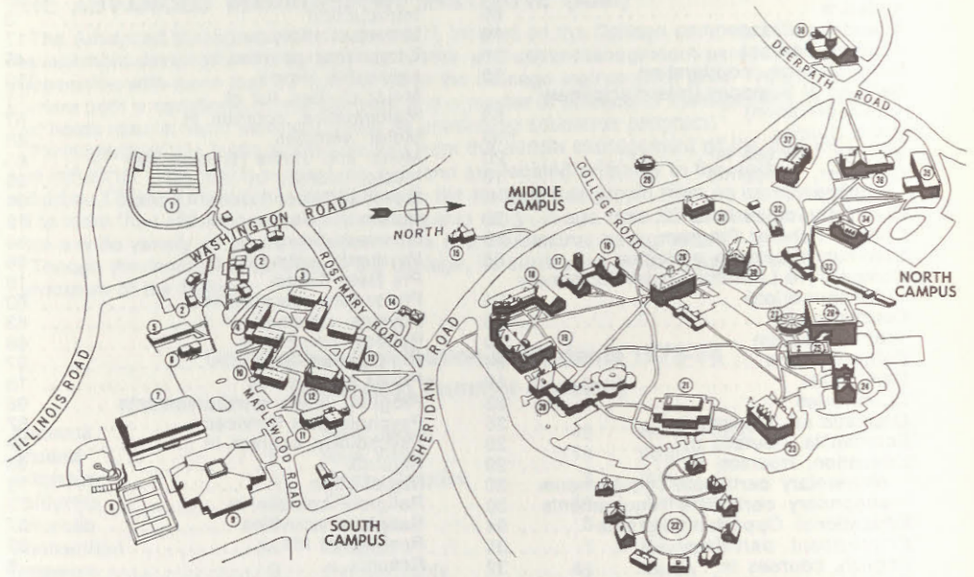
Campus Map



LEGEND

1. Farwell Field
2. Faculty
3. Gregory Hall
4. McClure Hall
5. Music Building
6. Industrial Management Institute
7. Alumni Memorial Field House, Ice Rink
8. Tennis Courts
9. Sports – Health Center
10. Roberts Hall
11. Hixon Hall
12. Moore Hall
13. Nollen Hall
14. President's House
15. Livingston House
16. Reid Hall
17. Reid Chapel
18. Blackstone Hall
19. Harlan Hall
20. Durand Commons
21. Donnelley Library
22. Faculty Circle
23. North Gym
24. Carnegie Hall
25. McCormick Auditorium
26. Johnson Science Center
27. Freeman Science Library
28. College Hall
29. Holt House
30. North Hall
31. Patterson Lodge (Admissions)
32. Ravine Lodge
33. Physical Plant
34. Bradley Lodge
35. Deerpath Hall
36. Durand Institute
37. Lois Durand Hall
38. Presbyterian Church

ADDITIONAL INFORMATION
about Lake Forest College is available by writing to the

DIRECTOR OF ADMISSIONS
. . . for admission forms, publications about the College, and materials outlining special academic programs on campus and off

DIRECTOR OF FINANCIAL AID
. . . for further details on requirements for and availability of financial aid

REGISTRAR
. . . for specifics on transcripts, registration, and transfers of credit

DEAN OF THE COLLEGE
. . . for particulars on housing arrangements and on extra-curricular student activities.

SHOULD YOU BE VISITING LAKE FOREST COLLEGE
. . . the campus is located in the North Shore community of Lake Forest, just 32 miles north of Chicago via Edens Expressway and U.S. 41. The College Admissions Office is found on Middle Campus, corner Sheridan and College Rds., and is open for interviews and campus tours Monday through Friday, 9 a.m. to 4:30 p.m. the calendar year, Saturdays, 9 to 11:30 a.m. the academic year.

It is suggested that appointments for interviews and tours be made in advance of your visit to the Lake Forest College campus. Telephone (312) 234-3100.

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Lake Forest College
Lake Forest, Illinois 60045

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